# STATE OF MARYLAND

# TEACHERS'

# YEAR BOOK

For the Information, use and Guidance of Officials

and Teachers of the Public Schools of

the State of Maryland

## Scholastic Year 1910-1911

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STATE OF MARYLAND

# TEACHERS'

# YEAR BOOK

FOR THE INFORMATION, USE AND GUIDANCE OF OFFICIALS AND TEACHERS OF THE PUBLIC SCHOOLS OF THE STATE OF MARYLAND

## SCHOLASTIC YEAR 1910-1911


PREPARED AND PUBLISHED BY

M. BATES STEPHENS

STATE SUPERINTENDENT

B. K. PURDUM

ASSISTANT

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Cecilius Calvert. Charles Carroll of Carrollton. Gen. John Eager Howard. Gen. William Smallwood. Arthur Pue Gorman. William Pinkney Whyte.


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# FOREWORD.

To the Teachers and School Officials of Maryland:

Just what service the "Teachers' Year Book" may be to the school people of the State is difficult to tell, but we trust that we have in a small degree at least, prevented duplication of work by collecting into this pamphlet information and material that will be of some help to all for whose use it is intended.

At the present time there is a growing interest in the summer school, a larger enrollment in the reading circle course; and an ever increasing number of teachers who take school journals and educational magazines. It is hard to find time to be interested in all these, and then meet the obligations of school teaching. It can be said, for the comfort of such teachers as do all these things, that, while the tasks of the schoolroom are trying and onerous with these "side shows" of the profession to be looked after, the schoolroom work is much more trying and burdensome to the teacher who tries to get along without the inspiration and instruction of the summer school, the reading circle books, and the school journals. When teachers lift themselves, through such means for improvement, from the confusion and uncertainty of the lower walks of teaching to higher realms of professional strength and activity, they breathe a more soul inspiring atmosphere, acquire a larger power to teach, and get a better viewpoint of what to do and how to do it.

There is no standard by which we can measure, accurately, this growth in teaching power, but it is noticeable that there has been a wonderful advance among our Maryland teachers during the past five years. May there be no lull in this interest, and no discouraging effects on the excellent spirit now pervading our ranks; at least, during the coming school year.

This annual pamphlet comes to you again with our greetings and best wishes, and the hope is indulged that you will find time to read its contents, which are intended as helpful suggestions. We invite criticisms and helpful hints, as to how to make the "Teachers' Year Book" more valuable to those for whom it is intended as a guide.

THE COUNTY TEACHERS ASSOCIATION.

Teaching is more intensive than ever before, and the demands on the teacher are steadily increasing. The county institute is growing more and more into a short summer school, where systematic instruction is almost the sole consideration; and this we believe to be the right tendency, if not carried too far.

The teachers of every county should maintain an *organization,* and this can best be done through the plan of the County Teachers' Association. Here teachers meet for interchange of views, to get better acquainted, to learn conditions in various sections of the county, to give the county superintendent an opportunity of coming in contact with his coworkers, and to give to the teachers themselves a chance to discuss ways and means for their own betterment professionally and financially. Whatever recognition the General Assembly has given our teachers in the matter of increased salaries has been brought about, to a very large extent, by teachers' organizations. In our school system, the county is the unit, and the county association is naturally the unit in teaching organizations. If your county does not already have one, begin at once to organize. Let one-half of the meeting days be on Saturdays, and the other on school days.

### A New State Normal School Building

is now the most urgent need of our school system. Present facilities are inadequate, and our fair State is lagging far in the rear in normal school facilities, when compared with other states. We want new buildings, located outside of Baltimore city, for our Maryland State Normal School. We want comfortable dormitory buildings, where our students may live and get proper supervision. We want the State to increase its appropriation, so that it will be possible for those who are going to give back to the State, their services as teachers, to get their education at a nominal cost, which will be within the reach of any or all who have the desire and aptitude to become teachers.

The teachers, through their county associations, can help mould sentiment, and thereby make it possible to have the next Legislature make the necessary appropriations for new buildings and maintenance. The graduates of the Maryland State Normal School should take the lead in this movement.

### The Rural Schools

still outnumber all others. It will be many decades, perhaps, before the one-teacher school becomes a memory. The large consolidated rural school is an excellent thing for contemplation, but with a few exceptions our large schools are to be town schools for many years to come. We want to improve the character of the rural school, both in the matter of buildings and grounds, and the instruction which is given within its walls. The school boards ought to spend more money in the construction of the school house in the first place. There is no economy, but rather waste, of public funds, to limit the cost of a school house to four or five hundred dollars, and get something unattractive in appearance, too small for forty pupils, unsanitary in its arrangement, and poorly adapted to its intended uses; where two or three times that amount will provide an adequate and attractive building, which will be an ornament to the community, and a proper abode for children for six hours of the day. By all means, a workroom, separate from the regular schoolroom, but in the

same building, should be provided for every rural school. Teachers can do much to educate public opinion to the importance of better rural school buildings.

### The School Grounds

should be large and well kept. No school lot should contain less than an acre, and where surrounding land is cheap, the school authorities should purchase from two to five acres. The time is near at hand, when there will be as much instruction given outside of the schoolroom, in experimentation in the school grounds or gardens, as inside, with books and blackboards. Ask your School Commissioners to enlarge your grounds, if you have less than an acre, and begin practical nature study, by seeing and handling the object, rather than by talking about it in the schoolroom. We need to vitalize our teaching by studying things, and not merely their names. Agricultural education is becoming an important side of school instruction; are you prepared to meet the new requirements, which it will impose on teaching? It is easier to go along with the tide of rational public sentiment, than to try to stem it. The rural teachers cannot get hold of the child aright, until she knows and is interested in the things which environ the child's home, and becomes conversant with the vocations of those who are the parents of her pupils.

The following extracts from the prefatory of the "Teachers' Year Book" for last year, is apropos of this topic, and it is given herewith:

### The Center of Community Life

should be the school. The relation of the district school to country life is the most important educational problem which challenges our attention. As has been well said, "upon its solution depends in large measure the future welfare and stability of our people." Possibly eighty per cent. of our pupils come from the farms or from homes identified with agricultural interests. Probably seventy-five per cent. of these will ultimately have charge of our farms. It would seem that the education of our rural schools should hold some well-defined relation to this fundamental and dominant industry, and our teaching or instruction should emphasize more than it has heretofore done this particular vocation. The requirements of scientific farming and the responsibilities of home-making should be presented to boys and girls in school, and, at least in a limited sense, our school-work should make them efficient for such duties and responsibilities. The demand is a growing one that our education become more vital and practical —that it bear a closer relation to the needs of community life. The prudent, wide-awake teacher can help in giving intelligent direction to this popular movement in the following ways, viz.: (1) Have an organization of school patrons to meet monthly in the evening and discuss questions which affect the welfare of the school; (2) Have a school library association; (3) Make the several school anniversaries red letter days to attract all the patrons, and have a well-arranged exhibit of the pupils' work, and, (4) consult the State Experiment Station as to best plans to beautify your school grounds and carry on simple experiments in agriculture. Each

teacher is earnestly requested to adopt these suggestions, and report the results to this Department at the close of the next school year, and for each successful effort to carry into effect these recommendations the school will receive a fitting testimonial from the State Board of Education.

Respectfully submitted,

M. BATES STEPHENS,
*State Superintendent.*

B. K. PURDUM,
*Assistant Superintendent.*

# State of Maryland
# Department of Education
## Annapolis

### State Board of Education

Gov. Austin L. Crothers, *President.*
M. Bates Stephens, *Secretary.*
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Z. P. Wharton, *Stockton, Worcester, county.*
Robert C. Cole, *Roland Park, Baltimore county.*
Thos. H. Lewis, *Westminster, Carroll county.*
Wm. S. Powell, *Ellicott City, Howard county.*
Henry C. Longnecker, *Towson, Baltimore county.*

### State Superintendent of Public Education

M. Bates Stephens, *Annapolis, Md.*
B. K. Purdum, Assistant, *Annapolis, Md.*

### Principal State Normal School

Sarah E. Richmond, *Baltimore, Md.*

### Principal State Normal School, No. 2

Reginald H. Ridgely, *Frostburg, Md.*

### Principal Washington College Normal Department

James W. Cain, *Chestertown, Md.*

### County School Superintendents

| | | |
|---|---|---|
| A. C. Willison | Cumberland | Allegany county. |
| O. B. Boughton, *Ass't* | " | " " |
| Samuel Garner | Annapolis | Anne Arundel county. |
| Albert S. Cook | Towson | Baltimore county. |
| John T. Hershner, *Ass't* | " | " " |
| S. Simpson | Westminster | Carroll county. |
| Edward M. Noble | Denton | Caroline county. |
| W. D. Bratton | Elkton | Cecil county. |
| J. Briscoe Bunting | Prince Frederick | Calvert county. |
| Michael R. Stone | La Plata | Charles county. |
| Wm. P. Beckwith | Cambridge | Dorchester county. |
| John T. White | Frederick | Frederick county. |
| S. N. Young, *Ass't* | " | " " |
| Edward A. Browning | Oakland | Garrett county. |
| Woodland C. Phillips | Ellicott City | Howard county. |
| Charles T. Wright | Bel Air | Harford county. |
| Milton Melvin | Chestertown | Kent county. |
| Earle B. Wood | Rockville | Montgomery county. |
| Frederick Sasscer | Upper Marlboro | Prince George's county. |
| Byron J. Grimes | Centreville | Queen Anne's county. |
| George W. Joy | Leonardtown | St. Mary's county. |
| Wm. H. Dashiell | Princess Anne | Somerset county. |
| Nicholas Orem | Easton | Talbot county. |
| John P. Fockler | Hagerstown | Washington county. |
| W. J. Holloway | Salisbury | Wicomico county. |
| Edgar W. McMaster | Pocomoke City | Worcester county. |

### Baltimore City
### Office Cor. Madison and Lafayette Ave.

James H. Van Sickle, Superintendent.
Henry A. Wise, Assistant Superintendent.
James E. McCahan, Assistant Superintendent.
Henry S. West, Assistant Superintendent.

# State Department of Education, Annapolis

## List of Institute Dates for Counties of Maryland

**SCHOLASTIC YEAR 1910-1911**

**Prepared and Issued by the State Superintendent of Education**

| Name of County | Date | Visiting Superintend's | Normal Instructors |
|---|---|---|---|
| Allegany. | Aug. 8-Sept. 2 | A. S. Cook.<br>S. Simpson. | Miss Minnie L. Davis.<br>Miss Hanna A. Coale.<br>Miss Inez M. Johnson. |
| Anne Arundel. | Sept. 5-9 | A. C. Willison.<br>W. C. Phillips. | Ernest E. Race. |
| Baltimore. | Aug. 29-Sept. 9 | A. C. Willison.<br>W. D. Bratton. | No assignment. |
| Calvert. | Oct. 3-7 | Chas. T. Wright.<br>Frederick Sasscer. | Dr. A. C. Fleshman. |
| Caroline. [1] | Sept. 5-9 | W. C. Phillips.<br>W. J. Holloway. | Dr. Sam'l A. Baer. |
| Carroll. | Sept. 12-16 | A. S. Cook.<br>W. H. Dashiell. | Miss Mary H. Scarborough.<br>Miss Camilla J. Henkle. |
| Cecil. | Oct. 24-28 | Dr. Sam'l Garner.<br>John T. Hershner. | Miss Sarah E. Richmond.<br>Ernest E. Race. |
| Charles. [2] | Sept. 5-9. | Dr. S. Simpson.<br>W. D. Bratton. | Miss Hanna A. Coale. |
| Dorchester. | Oct. 3-7 | Geo. W. Joy.<br>W. J. Holloway. | Miss Sarah E. Richmond.<br>Miss Florence A. Snyder. |
| Frederick. | Jan. 2-6 | John P. Fockler.<br>Earle B. Wood. | Dr. A. C. Fleshman. |
| Garrett. | June 20-24 | J. Briscoe Bunting.<br>Michael R. Stone. | Miss Minnie L. Davis.<br>Dr. S. A. Baer. |
| Harford. | Sept. 5-9 | W. P. Beckwith.<br>John T. White. | R. L. Haslup.<br>Miss Ella V. Ricker. |
| Howard. | Oct. 17-21 | Chas. T. Wright.<br>Nicholas Orem.<br>Milton Melvin. | Dr. A. C. Fleshman.<br>Miss Hanna A. Coale. |
| Kent. | Sept. 5-9 | W. H. Dashiell.<br>Edgar W. McMaster. | W. H. Wilcox. |
| Montgomery. | Sept. 5-9 | John P. Fockler.<br>John T. Hershner. | No assignment. |
| Prince George. | Sept. 5-9 | J. Briscoe Bunting.<br>Michael R. Stone. | Dr. A. C. Fleshman. |
| Queen Anne. [1] | Sept. 5-9 | Edw. M. Noble.<br>Edw. A. Browninw. | Miss Mary E. Ford. |
| St. Mary's. [2] | Sept. 5-9 | John T. White.<br>Edw. A. Browning. | Miss Mary A. Scarborough. |
| Somerset. [3] | Aug. 25-Sept. 1 | Dr. Sam'l Garner.<br>W. P. Beckwith. | No assignment. |
| Talbot. [1] | Sept. 5-9 | Edgar W. McMaster.<br>Byron J. Grimes. | Miss Inez M. Johnson.<br>Miss Sarah E. Richmond. |
| Washington. | Jan. 2-6 | Edw. M. Noble.<br>Earle B. Wood. | Miss Sarah E. Richmond. |
| Wicomico. [3] | Aug. 25-Sept. 1 | Milton Melvin.<br>Nicholas Orem.<br>Byron J. Grimes. | No assignment. |
| Worcester. [3] | Aug. 25-Sept. 1 | Geo. W. Joy.<br>Frederick Sasscer. | No assignment. |

[1] Caroline, Queen Anne and Talbot counties will hold a joint institute at Easton, September 5-9.

[2] Charles, Prince George and St. Mary's counties will hold a joint institute, probably at Washington, D. C., September 5-9.

[3] Somerset, Wicomico and Worcester counties will hold a joint institute at Ocean City, August 25-September 1.

# INSTITUTE INSTRUCTORS

Recommended by the State Superintendent.

Charles H. Albert, Ph. D., Principal State Normal, Bloomsburg, Pa.—Practical Pedagogy.

Joseph H. Apple, A. M., President Woman's College, Frederick, Md.—Application of Psychology to Teaching.

Samuel A. Baer, Ph. D., Harrisburg, Pa.—School Management.

George P. Bible, 5025 Race street, Philadelphia—Reading and Practical Pedagogy.

Richard Gause Boone, Ph. D., Long Beach, Cal., Editor of "Education"—General Educational Topics.

Sarah C. Brooks, M. A., Principal Teachers' Training School, Baltimore, Md.—Primary Methods and Construction Work.

Martin G. Brumbaugh, Ph. D., Superintendent of the Schools of Philadelphia, Pa.—Psychology and Pedagogy.

James E. Carroll, A. M., Superintendent of Kent County Free Schools, Dover, Del.—Classroom Management.

Alexander Chaplain, Ped. D., Ex-Superintendent Talbot County (Maryland) Schools—School Management.

Isabel A. Coffin, A. M. (Graduate N. Y. Teachers' College), 237 W. Forty-fourth street, N. Y.—Art Studies.

John H. Cox, Professor of English Philology in West Virginia University (Morgantown, W. Va.)—Literature and General Pedagogy.

(Miss) Nadine Crump, 2123 F. street N. W., Washington, D. C.—Reading and Primary English.

Isobel Davidson, Primary Supervisor Baltimore County Schools, Towson, Md.—Primary Subjects and their Methods.

D. D. Fess, Ph. D., General Lecturer, Chicago University—Department of History and Physics.

Charles B. Gilbert, Ph. D., Author and Lecturer, 1170 Broadway, N. Y.—General Pedagogy and English.

Francis H. Green, A. M., Department of English, West Chester, Pa., Normal—English Grammar and Literature.

C. H. Gordinier, Ph. D., Department of English, Shippensburg, Pa. State Normal—English and School Management.

Mari Ruef Hofer, Teachers' College, New York, Extension Teacher, Columbia University—Music and Games.

W. E. Lugenbeel, Ph. D., Teacher of Mathematics, Winona Normal School (address, Effingham, Ill.)—Literature and Mathematics.

E. Oram Lyte, Ph. D., Principal Millersville (Pa.) Normal School—English and School Government.

(Miss) Marion Mackenzie, B. S., 4816 Florence avenue, West Philadelphia—Nature subjects.

Nan L. Mildren, Primary Supervisor Frederick County (Md.) Schools, Frederick—Primary Teaching.

Frank M. McMurry, Ph. D., Teachers' College, Columbia University, N. Y.—Geography, History and School Curricula.

Cap. E. Miller, Sigourney, Iowa—Elementary Agriculture in Our Public Schools.

Lelia E. Patridge, Laurel Springs, N. J.—Methods and School Management.

Leon C. Prince, Carlisle, Pa.—Lectures on Popular Topics.

Dr. George M. Phillips, Principal West Chester (Pa.) Normal School—General Pedagogy.

J. Adams Puffer, 168 Great Plain avenue, Needham, Mass.—Lecturer on Educational Topics.

(Mrs.) M. Landon Reed, 1604 K street N. W., Washington, D. C.—The Culture of the Body and the Art of Expression.

Nathan C. Schaeffer, State Superintendent of Instruction, Harrisburg, Pa.—"Thinking and Learning to Think."

David Eugene Smith, Ph. D., Teachers' College, Columbia University, N. Y.—Mathematics.

Levi Seeley, Ph. D., New Jersey State Normal School, Trenton, N. J. (482 West State street)—General Methods and History of Education.

Geo. D. Strayer, Ph. D., Columbia University, N. Y.—School Subjects and their Methods.

Lida E. Tall, Teachers' Training School, Baltimore—Arithmetic.

George W. Twitmyer, Ph. D., Superintendent Wilmington (Del.) Schools—School Management.

Hon. James H. Van Sickle, Superintendent Baltimore City Schools—School Management.

Orson L. Warren, Elmira, N. Y.—Penmanship, Biography and History.

Henry S. West, Ph. D., Assistant Superintendent Baltimore City Schools—English.

A. Duncan Yocum, Ph. D., Head of Department of Pedagogy, University of Pennsylvania, Philadelphia—Pedagogy.

Anne Rothwell Stewart, 114 W. Twenty-third street, Baltimore—Expression and Physical Education.

W. Franklin Jones, Toulon, Ill.—Pedagogy and Psychology.

Ada Van Stone Harris, 37 E. Twenty-eighth street, N. Y.—English.

Dr. O. H. Corson, Columbus, Ohio.

L. A. Robinson, Department of Pedagogy, Winthrop Normal, Rock Hill, South Carolina.

Wm. A. McKeever, Professor Philosophy, Kansas Agricultural College, Lecturer—Moral Education.

Mary Brevard Roberts, 1305 S. Fifty-third street, Philadelphia, Pa.—Interpretative Recitals.

Grace H. Hare, 2004 Mt. Royal Terrace, Baltimore—Methods in History, Literature, and Reading.

# THE LESSON

THE SYLLABUS AND OUTLINE.

## I.

THE LESSON IS THE GREAT VITAL POINT.

The lesson, in its assignment, preparation, and recitation, is the vital point of contact between the teacher and the individual pupil.

## II.

LESSON METHOD IS AFFECTED BY THE KIND OF SCHOOL ORGANIZATION.

It is naturally and mainly through the lesson that the transfusion of the teacher's personality, the passing over to the pupil of the teacher's enthusiasm, her power, her knowledge, her skill, her sympathy, and whatever of help she can give to growth of intellect and character, takes place. Although the teacher may do much to direct thought and feeling, through right use of opportunities afforded by the daily opening exercises, the recreation of the playground, and other points of contact with the school as a whole, yet it is in the handling of the lesson that most can be done to make each pupil feel the delight of learning and the value of strengthened character. Consequently in formulating a method system, the science of the lesson should be the first object of careful study, after some acquaintance is gained of foundation principles. The discussion of the lesson method is modified from the first by the character of school organization under differing conditions. Some things will apply only to the undergraded school of the rural district, others will apply only to the work of the graded school.

## III.

ELEMENTARY EDUCATION IS THE MOST IMPORTANT.

When we say that elementary education is the most important, it is not because the teachers in the lower grades need to study method more than those who work in the high school, but because teachers of the primary grades, and especially those who have the care of schools in the rural districts, are far more numerous than any other class, because they work under peculiar disabilities of various kinds; and, further, because if primary education proceeds according to right method, higher education will almost take care of itself.

## IV.

CONSIDERATION OF THE LESSON

1. Assignment of the lesson.

(a) The teacher's knowledge.
(b) Principles governing lesson assignment.
(c) The rules should be, Short Lessons Well Mastered.
(d) The measure of length.

2. The method good only in the hands of a good teacher.
(a) Preliminary drill.
(b) Methods of assigning a lesson.
(c) Advantages of the topic method.
(d) Dangers of the topic method.
(e) Other books than the text-books desirable.
(f) Value of reference books.
(g) Combined method best with intermediate classes.

## I.

THE ROUND TABLE QUESTIONS.

1. What is the vital point of contact between the teacher and the pupils?
(a) Why?
(b) How?

## II.

1. Where can the teacher most effectually affect and influence her pupils through her personality?

2. Discuss the "lesson method" from the point of the character of the school organization.

## III.

1. What reason can you assign for the admitted fact that elementary education is most important?

## IV.

1. What are the principal considerations that should influence the teacher in the assignment of the lesson? Discuss fully.
(a) Acquisition.
(b) Assimilation.
(c) Expression.

2. What should be the character and nature of the teacher's knowledge?
(a) Teacher should know both subject-matter and learning mind.

3. What principles should be observed by the teacher in the assignment of the lesson?
Discuss, as to,
(a) The *quality* of the work as against the *quantity* of the work.
(b) The tendency in every grade and in every school to measure progress by the number of exercises gone through, or the number of text-book pages gone over.

4. What is your opinion concerning the rule, short lessons well mastered?

5. How is the *measure of length* to be determined?

6. Why is the method *good only in the hands of a good teacher?*

7. What do you consider two of the most important functions of the teacher in connection with the assignment of the lesson? Name them, and discuss fully.

8. What importance do you attach to the *preliminary drill.* Do you neglect it? If so, why?

9. In practice, do you assign the lesson by topics, by pages, or by both combined? Why?

10. What are some of the *advantages of the topic method?*

11. What are some of the *dangers of the topic method?*

12. What other books should be in use in connection with the text-book. Discuss fully, and tell how to use them.

13. In practice, with what grades do you use the combined topic and page method in the assignment of the lesson?

### THE SYLLABUS AND OUTLINE.

The *preparation of the lesson* may be viewed from two standpoints,—that of the *pupil* and that of the *teacher.*

On the part of the *pupil,* preparation is the process of acquiring and assimilating the portion of subject-matter marked off in the assignment of the lesson. Too often the pupil gets no farther than mere acquisition, and simply memorizes the lesson. Assimilation is difficult for the pupil, and testing assimilation is difficult for the teacher; it is much easier to memorize and to test memory. Pupils have been known even to memorize verbally the demonstration of a theorem in geometry.

One of the first duties of the teacher is to show the pupil how to prepare a lesson,—how to direct effort, and to economize time; how to exert thought power, and to question himself and his text-book while he is studying; and especially how to *enjoy* the processes of learning facts and understanding them. Under this sort of direction the pupil will find that he can accomplish much, can economize time and effort, can "get the lesson" better and quicker, by going over it not more than three times.

On the part of the *teacher,* the preparation for each recitation should be as much more careful than that expected of the pupil, as the teacher's capacity and responsibility are greater than that of the pupil.

In the preparation rightly demanded of the teacher, should be included not only the general professional training and scholarship which she has already attained, but also a special study day by day of each lesson which has been assigned to the class. The results of such preparation are definite and clear-cut work in recitation, a saving of time by the cutting out of irrelevant matter, greater freedom and flexibility in handling the lesson, and a marked invigoration of the interest of the pupils. Pupils are always impressed by genuine and exact knowledge, and give more ready respect and obedience to teachers that have it

than to those whose knowledge is shallow and inexact.

Of course, if the teacher is fit, this daily preparation will consume but little time, and will be mainly a planning of special lesson methods. Yet some of the best teaching has been done by teachers who have had to work long and hard every night in order to keep ahead of their classes the next day. Their own recent and lively experience with the difficulties of a subject makes them more sympathetic with their pupils, and enables them more easily to direct the efforts of others in overcoming these difficulties. Also, if the teacher faces her class fresh from the search for and discovery of some truth, she will be able to put the glow of her own enthusiasm into her pupils with a success and enjoyment of their pleasure which she finds it difficult to attain after she has grown over-familiar with her subjects.

1. Preparation by the pupil:

(a) How to study.

(b) The best time for studying.

2. Preparation by the teacher.

(a) General preparation through a broad knowledge of the subject to be taught.

(b) Special preparation of the lesson to be taught.

## THE ROUND TABLE QUESTIONS.

### I.

1. In practice, how do you show your pupils *how to study?*

2. What do you consider the best time for studying a lesson? Discuss fully.

### II.

1. How can the teacher best bring freshness and enthusiasm to the class?

2. In practice, what form of lesson, oral or text-book lesson, requires the most careful preparation? Discuss fully.

### THE SYLLABUS AND OUTLINE.

On the part of the pupil, the recitation of the lesson is a reproduction of facts and the expression of thought about them.

On the part of the teacher, the recitation is a test of the acquisition and assimilation of the pupil, through expression. These are the bare essentials of a recitation; for much more is involved.

The *recitation* is a power wholly in the hands of the teacher, either for good or evil. The weakness or excellence of everything in the government, or instruction, or discipline of the school will in some manner manifest and focus itself in the recitation, and the school process must be grasped and scientifically handled at this point by the skillful and artistic teacher, and the beginner must study and learn.

It is during the recitation that the teacher may come into the most intimate and vital touch with the pupils,— with each individual conscious-

ness, which gives her opportunity to mold them into intellectual and moral form, almost to re-create them in her own image.

The mind of the pupil may be inert and indifferent, even repellent toward the subject-matter of the lesson; the lesson may be a cold, dead thing, and the two, the learner and the lesson, may be in contact throughout the study and the recitation, without any real union. But if the quickening, electric current of the true teacher's informed and skillful personality flows through from one to the other, they become fused into one,—there is a true wedding.

It is by her method in the recitation that the teacher must reveal to the pupil the loveliness and desirableness of knowledge and wisdom, must whet their curiosity to know, and show them how and with what to set the work to satisfy it.

1. Purposes of the recitation:

(a) To discover *what* the pupil knows and *how* he knows it.

(b) To discover the *what* is easier than to discover the *how*.

(c) Psychological significance of the *how*.

2. Another purpose of the recitation is to find out what the pupil does *not* know and *why* he does not know it.

(a) Concealment of ignorance.

(b) Knowledge helped by a recognition of ignorance.

(c) Marking cultivates dishonesty.

(d) Teaching skill needed to discover ignorance and its cause.

(e) Questioning better than telling.

3. Another purpose of the recitation is to aid the pupil to a clear *interpretation* of the lesson in *terms of his own previously acquired experience* (apperceiving concepts).

(a) No lesson should be taught unrelated.

4. Another purpose of the recitation is to explain the difficulties *upon which the class has exhausted its efforts.*

5. Another purpose of the recitation is *to train the pupils in original expression.*

(a) No exercise complete that does not cultivate the three mental operations, *acquisition, assimilation,* and *expression.*

(b) Recitations should usually be conversational.

(c) Pupils should answer in their own language.

6. Another purpose of the recitation, and the one which sums up all the others, is the *building of character.*

(a) Every recitation is a means of building character.

(b) Forms of the recitation.

(c) Question and answer.

(d) Topical plan affords better opportunity for expression.

(e) Dangers of the topic method.

(f) Dangers of the lecturing plan.

7. Occasionally a lesson should be recited, in whole or in part, in writing, upon blackboards or tablets.

There are several good ends to be gained from a written recitation

that are not reached by the oral.

(a) Drill in rapid writing.

(b) Writing a recitation accustoms the pupil to spell by eye.

(c) Through a writing recitation each pupil may be tested upon the whole lesson. This is in contrast with the oral method of recitation, especially in large classes.

(d) Writing the recitation affords a training in one of the most valuable forms of expression. The pupil learns to think and write at the same time, and to express thought in neat and correct manuscript.

1. The teaching acts:

The most important fact for the teacher to remember, next to the fact that the mind is naturally self-active, is that the mind functions in three operations,—acquisition, assimilation, expression. The mind must acquire knowledge—material, a stock of facts, ideas, words; it must assimilate these into its own thought—substance, by the elaborative processes of feeling, thinking, imagining, willing; and it must express thought and feeling, choice and determination, in language, conduct and various forms of doing.

(a) The recitation must arouse these activities.

(b) Teaching defined.

(c) Each lesson usually affords opportunity for all three *teaching acts.*

(d) Teaching acts in terms of learning acts.

## THE ROUND TABLE.

### QUESTIONS.

### I.

1. In practice, do you rest contentedly when you have discovered *what* the pupils know?

2. What is your method for discovering *how* the pupils know?

3. How do you discover what pupils have their knowledge as a store of visual images?

(a) As concrete concepts made up of complete percepts,—percepts formed through all the senses?

(b) As having looked beyond sensory images and concepts formed from them, to the abstract relations of the objects of his knowing?

4. In practice, do you attach much or little importance to directing your efforts in the recitation to discovering what the pupils do *not* know and *why* they do not know it?

5. What is your method for discovering whether or not pupils in the recitation are directing their minds toward concealing their ignorance?

(a) Is the "marking system" mainly responsible for this trouble?

(b) Has the teacher here an opportunity for making an impression upon character? How?

6. Discuss fully the evils of the "marking system" upon the teacher's efforts at character-building.

7. In practice, how do you discover whether or not the ignorance of pupils is due to indolence, inability, or some idiosyncrasy or defect of mental vision?

8. Why is questioning better than telling?

9. How do you resist the temptation of the teacher to lighten labor by presenting each lesson as a sort of "cross section of a subject," and not making plain the relations of the lesson to the subject of which it is a part?

10. In practice, do you explain difficulties only at recitation? Why?

(a) What is your opinion of the practice of some teachers in calling upon some pupil who belongs to the successful minority to explain difficulties?

11. In class-room practice, how do you account for the proneness of some teachers to accept any sort of answer,—fragmentary, unsyntactical, unrhetorical, monosyllabic, etc.?

(a) Why is it best that the oral recitation, in any grade, should take the form of conversation between pupils and teacher?

(b) What are the dangers of the conversational method?

(c) Is it necessary that the teacher should criticise every error in expression committed in recitation? Give reasons for your answer.

(d) Why is it better for the pupils to answer in their own language rather than in the language of the text-book?

12. How can you make the recitation help in strengthening physical character?

(a) Intellectual character?

(b) Moral character?

13. What branches of study give the teacher the best opportunities for strengthening moral character? Discuss fully.

14. What do we mean by *forms of the recitation,* and the lecture method?

15. Why do you say that the question and answer plan is most effective?

16. Though the topic plan does afford better opportunities for expression, what are some of its dangers?

17. What are some of the dangers of the lecturing plan?

18. Discuss fully the subject of written recitations.

19. What do we understand by the term *teaching acts?* Discuss fully.

20. Define the term teaching.

21. Define *teaching acts* in terms of *learning acts.*

### THE SYLLABUS AND OUTLINE.

Teachers should study and apply the rules of the recitation founded upon the psychology and pedagogy of the Herbartian school.

### RULE I.

The most effective work can be done with a class only when each member is attentive to the matter in hand.

1. The first problem, then, is the problem of attention.
2. The interest in recitation must be fresh and novel.
3. Begin the recitation often with the unexpected.
4. The teacher may sometimes appear to be taught.

RULE II.

The teacher should, as far as possible, dispense with both text-book and notes while conducting a recitation.

Nothing should come between the teacher and her pupils; no not even a text-book.

1. The teacher must know the subject.
2. The teacher must make her own questions.

RULE III.

The whole recitation should be conducted for the benefit of every member of the class.

1. Each pupil must be held responsible for every question.
2. In blackboard work many teachers violate Rule III by permitting a pupil to explain his work at the blackboard to the teacher alone, or to the teacher and such fellow-pupils as may have finished their work at the board.
3. In blackboard work, the whole class must be held responsible for an explanation.

RULE IV.

Teaching skill culminates in the art of questioning; the teacher's questions should serve all the ends of the recitation and of class control.

1. Questions for testing knowledge.
2. Questions for reaching the will.
3. Questions for developing and testing.

NOTES ON RULE IV.

(a) It is better, whenever possible, to *question* a pupil into apprehending a thing than to *tell* him directly, and the teacher may frequently resort to the *socratic method* of questioning.

(b) The manner of the teacher in questioning should show alert interest, forceful personality, and complete possession of self and of the subject of the recitation.

(c) Questions must not be haphazard, ill-digested, hesitating, or rambling. They must show a logical connection; a natural unfolding of the subject, that shall help the pupils to correlate and unify their knowledge of the lesson.

(d) The business of the pupil in class is to *attend* and *think*. They should be independent and honest in their answers. No pupil should know when he is to be questioned.

(e) As a rule, a question should be a clear, clean-cut, crisply uttered interrogative sentence, syntactically and rhetorically correct; and answers should be clear, explicit, and *affirmative*.

Avoid *categorical questions.* Avoid *elliptical questions.* Avoid questions that *suggest the answers.*

(f) A recitation should be conducted in general conformity with simple parliamentary usage. The teacher is the presiding officer, and through her the business of the class should be carried on.

The style of the recitation should be conversational.

(g) The success of the recitation must be measured by what the *average pupils* get from the lesson.

Most effort should be spent on the slow learners.

Explanations to the slow, however, grow tedious to the quick minded. The teacher needs to exercise a high degree of skill and care to preserve a just balance between the two extremes met in every class.

The Herbartian school, through one of its members, enunciates the following:

"The most important for the teacher to remember,—next to the fact already discussed, that the mind is naturally self-active,—is that the mind functions in three operations,—acquisition, assimilation, expression. The mind must acquire knowledge material, a stock of facts, ideas, words; it must assimilate them into its own thought-substance, by the elaborative processes of feeling, thinking, imagining, willing; and it must express thought and feeling, choice and determination, in language, conduct, and various forms of doing."

"The recitation must arouse these activities. The chief purposes of the recitation are attained when the pupil is so aroused by his contact with the teacher in class, that his mind will pleasurably function in these three ways, in its reaction upon the subject-matter presented; and when these operations are rightly tested."

"The teaching acts, or 'formal' steps, should conform to the order and method of three mental operations, and to the aims of the recitation. This is true, whether the teaching is physical, intellectual, or moral; the same principles and laws underlie all kinds of teaching, in all grades of advancement."

*To teach* is consciously *to instruct, to develop, to train* and to test results. *To instruct* is to give the pupils facts, ideas, words, the materials of knowledge. Instruction in this strict sense, is necessary chiefly in primary work; but it is best to lead even beginners to get, as far as possible, their facts for themselves.

*To develop* is to increase and direct the *self-activity* of the pupil, to vivify all his right interests and awaken new ones, thus making his powers stronger.

To train is to cultivate the pupil's *skill,* his ability to *express* easily and well, and with economy of time and energy.

All three teaching acts should, as a rule, take place in every recitation; but in some cases the necessities of the subject, or of the pupils, may require three or even more recitations to complete them all.

Even when the pupil has done well in preparing the lesson, in his acquisition of the facts and his understanding of their relations to one

another and to the other facts previously learned, there is need that the teacher should add information not found in the text of the lesson (instructing); should illuminate it with knowledge already gained, and should make sure that the pupil can recognize familiar facts in new settings, and can fit new facts into their proper places among things already acquired (developing, stimulating, assimilation). And the proof of success or failure on the part of the pupil and teacher, is the pupil's power or the pupil's inability *to express.*

## ROUND TABLE QUESTIONS.

### I.

1. In your experience and observation, has not the teacher the whole attention of the pupils during the first two or three minutes the first time she stands before them? To what causes would you attribute it, if she ever loses it thereafter?

2. What relation is there between the teacher's coming before the class with a carefully thought out lesson-plan, and with a correct standard by which to measure results, and the power to secure and maintain *attention and interest?*

3. Why should the teacher often begin the recitation with the unexpected?

4. What effect, in your experience, has the device of quietly putting yourself in the attitude of being instructed by the class upon *attention and interest?*

### II.

1. In securing and maintaining *attention,* why should the teacher stand before the class without the text-book?

2. In securing and maintaining *attention,* why is it necessary for the teacher to know the subject not only as the text-book presents it, but also in its relation to other subjects?

3. Why must we consider all text-books with ready-made questions as bad for both the teacher and the pupil?

### III.

1. In mass teaching how many devices have you for holding each pupil for every question? Explain and discuss them.

2. Explain your methods in the class use of the blackboard, and give reasons.

3. In blackboard work, what devices have you for holding all of the pupils responsible for an explanation? Explain and discuss them.

4. Discuss why pupils should stand to recite.

### IV.

1. For testing knowledge, what interrogative form should the teacher's questions take, and why?

2. For reaching the will, what form should the question take, and why should they cultivate the ability to put one's self in another's place (imaginative power)?

3. For developing and testing, what form should the questions take, and what powers should they test and develop? Discuss fully and briefly.

4. Discuss the principle, "First question the topic into the pupil, and then question it out of the pupil." Illustrate.

5. Discuss the socratic method of questioning. Illustrate.

6. Why should the manner of the teacher in questioning show alert interest, etc.? (See Note (b) under Rule IV.)

7. Why should questions show a logical connection, and not be haphazared, ill-digested, hesitating, or rambling?

8. Discuss Note (d) under Rule IV.

9. What forms of questioning must be avoided by the teacher, and why?

10. Why should a recitation be conducted in general conformity with simple parliamentary usage, but still preserve a conversational style?

11. Discuss Note (g) under Rule IV.

Contributed by

ALEXANDER CHAPLAIN, Pd.D.

# AGRICULTURE IN SCHOOLS

By the State Superintendent.

The need of education along agricultural lines has been a live topic in educational meetings for more than a decade. The fact that eight per cent. of the pupils of the counties of Maryland are children of farmers, or come from homes dependent upon the industry of agriculture, did not hasten, to any great extent, a recognition which is now about to be given in our school instruction to this most fundamental of all industries. Had not the idea developed in other states, and had such states not shown that the problem of agricultural education finds its easier solution when the public schools lay the foundation for more scientific instruction later on it is doubtful whether the last General Assembly would have accorded to the subject the prominence which it received.

It is not now a question which has to be argued. The Maryland Agricultural College has done its full part in having engrafted in the school curriculum, elements of agriculture in the elementary grades, and it has been instrumental in starting agricultural high schools at Calvert, in Cecil county, and at Sparks, in Baltimore county. These are flourishing schools, and the work they are doing is attracting the attention of school people in other states.

In a discussion of the subject in one of the departments of the National Education Association, at the Boston meeting, held a few weeks ago, a representative of the National Department of Agriculture referred to the Baltimore County Agricultural High School as a model in its line. Mr. Crocheron, the principal, is giving much thought to the question of the agricultural high school, and with his school as a model, there is no reason why the agricultural schools which will be started next year, should not be properly organized from the beginning.

In high schools of both first and second groups, the County School Board may elect agriculture as a special subject for instruction, on account of which the State makes an appropriation.

At this time, when the several summer schools are offering a variety of courses, it would be profitable for teachers to take at least one course in this subject. Our schools must recognize agriculture as an essential subject to be taught, and our teachers must prepare themselves to teach it. The time is not far distant, when applicants for teachers' certificates will be expected to know as much about agriculture, and its allied subjects, as they are now required to know of Arithmetic and Geography. An article written, some years ago, by Prof. L. H. Bailey, of Cornell University, is so full of suggestions and inspiration, that it is given herewith.

### NEWER IDEAS IN AGRICULTURAL EDUCATION.

The establishment of the agricultural and mechanical colleges was a revolt from the older education. That education set its face toward the

past and occupied itself with books; it was the desire of the newer education to set the pupil into relation with his environment and to teach him things as well as concepts. Since the agricultural and mechanical colleges were the first fruit of this century-long agitation, these institutions often feel that they are the only representatives of an education which appeals to the daily life; but the fact is that all institutions now set the pupil into harmony with living problems. It is even a question whether the agricultural and mechanical colleges may not place too great and exclusive stress on present-day problems and thereby fail to give the student perspective. The daily living is the fruition of all that has gone before: we learn by men's experience rather than by their prophecy.

The early agricultural colleges were separate institutions, not connected with universities. It was thought that the socalled classical institution and the agricultural college were incompatible. They were inconsistent in aim. But the underlying motive of this separation, even if not recognized by the early contestants, was the feeling of protest against a system. To have joined the agricultural college with the university would have yielded the very point of the controversy. But the immediately practical problem was the fear that agricultural students would be "looked down upon" if they were compelled to associate with other students. This fear was not without foundation, particularly in the early days. But the cause of this discrimination is not the subject which the student pursues, but the fact that the agricultural student is often not on the same academic plane as the other. When students of high-school grade associate with those of collegiate or university grade, the former are likely to be subjected to ridicule whether they study agriculture, law, medicine, or theology. Equivalent entrance requirements, thorough instruction, broadly equipped teachers bring the agricultural student into parity with his associates. This has been shown, beyond all peradventure, in the recent history of agricultural teaching.

The practical result of this disparity has been to cause the agricultural colleges constantly to advance their entrance requirements. They have thereby tended to grow away from the "plain people," and they have in some measure made themselves incapable of serving the very ends for which they were established. In the early days of the agricultural colleges, the field for work of a distinctly collegiate or university grade was not foreseen. It was expected that the agricultural college should stand in intimate relation with the plain farmer. For the most part, the agricultural college has left what was designed to be its constituency. This is the fundamental reason for their relatively small attendance.

There is room for a very few agricultural institutions of the very highest or university grade. These institutions are already in existence. They train investigators and teachers as well as farmers. They give a liberal education through using largely agricultural subjects. Their purpose is less to make farmers than to educate men. Such an institution always profits by being connected with a genuine university.

There is no country which has such a noble body of agricultural colleges as America. Beyond all calculation, their work has been beneficient in raising the tone of farming. Every farmer is within reach of help and advice. There is probably no country in which farmers are uniformly so intelligent, unrestrained, and have so much initiative as in North America. As a class they are prosperous. The prevailing idea that farmers are impecunious and downtrodden, more than other men, is an error. It originates mostly with men who are not farmers. Much of it is the work of the agitator. Much of it is also the result of mistaking clothes for men. So far as the average American farmer is concerned, no picture can be more inapplicable than Markham's *Man with the Hoe*. The agricultural colleges are contributory to this increasing prosperity. Immensely have they widened the horizon and raised the standard of living of even the man who inveighs against them.

But if we are well equipped in agricultural colleges, we are deficient in schools of intermediate grade. The special farm training school which aspires to no academic or collegiate honors and grants no degrees is badly needed. In this effort we are far surpassed by European countries. A great work of this opening century must be the establishing of these humble and practical schools. Here is an attractive field for private beneficience. The recent establishment of short winter courses in the agricultural colleges is an attempt to satisfy this demand. We have been training leaders; we need also to train followers.

We have grown so accustomed to measuring educational influences by means of institutional standards that we can scarcely think of them without thinking of definite curricula and degrees. But degrees necessarily must be the hope of the few. Are all others to be left without help because they cannot or will not go to college? More and more we are coming to feel that the college and the university exist for the people: everyone is entitled to some share of their light. We would take the university spirit to the people; this is what we now call university extension, and it is the highest expression yet attained of the mission of education. We are beginning to wonder if all, or even the greater part, of the education of the future is to be accomplished by the segregation of students into a few centers. Perhaps the institution of learning has two co-ordinate functions as an organ of civilization—studiously to educate the few, enthusiastically to awaken the many. May not some great university of the near future be publicly known and complimented as much for those whom it has touched as for those whom is has graduated?

There are many reasons why farmers' sons and daughters do not go to college more freely to study farming. The fault—if fault there is—is not always to be laid to the farmer. But the farmer must be educated. His very numbers in the commonwealth makes this imperative for the public welfare. There can be no dispute as to the value of education unless we dispute the value of civilization itself. The effort to reach the farmer can never cease, unless the race decay. The colleges and experi-

ment stations have made an agricultural science. They have built a vast literature. More than anyone knows they make and color public opinion. Their influence must be taken to every man who lives in the country, even if, in the taking, all our pedagogical notions are upset.

The great question is the practical one of how to accomplish this result. It cannot be done by the spread of mere knowledge. Too often the colleges and experiment stations have made the mistake of supposing that information is the panacea for agricultural ills. The person's interest must first be awakened. He must be touched with an inspiration. The trouble with agriculture is not so much that it is pecuniarily unprofitable as that the farmer does not know how to live. The farmer must be put in sympathy with his environment. He must be given a new point of view, for the point of view is the greatest thing in life.

To put one in touch with his surroundings, to open his eyes that he may live the daily life with joy, means that we must begin with the child. Happiness and contentment are subjective; and subjective qualities are slow of growth. They are no veneer of what we sometimes call culture. They are of the fiber: they are central to the man. Through parents, teachers, playmates, reading, the children must be taught to see and to appreciate the things with which they live. They must be led to nature; and this leading has been called nature-study. The term is not a happy one in all respects, and there is no consensus of opinion what it shall represent in practice. Oftenest it stands for mere elementary or easy science; in other hands it is sentimental glamour of things afield. The other day a botanist said to me that tracts should be issued, telling children how to identify plants, devoting one tract in turn to each important group of plants. "Then," he said, "we shall have a crop of young botanists coming on." I could only reply that we do not want a crop of young botanists. We want children seeing what there is to see, and liking it because they like it. The supply of botanists will take care of itself.

Fortunately, this movement nature-ward has been tested sufficiently to show that it is no chimera. One university already has an enrollment of nearly thirty thousand children, who are banded together to know and to enjoy the things in the world. It has nearly twenty-five thousand teachers who are vitally interested in the movement. Here are about fifty thousand people who are systematically supplied with literature and help. All this is prosecuted for the one purpose of making country life more attractive. As fast as more intelligent people settle in the country, agricultural ills will vanish.

Something immediate must be done for the grown-up farmer. He may be struggling. The first essential to helping him is to be in sympathy with him. Help cannot be given at arm's length. If the farmer is in search of knowledge, he will probably be able to save himself. If he is not in search of it, he is likely to go to the wall. Literally, he is likely to go to the city. The country may be the better without him, but the city is the worse. The city thereby becomes interested in farming. It wants to keep

people in the country. It is not strange, therefore, that movements designed to promote the extension of agricultural knowledge often find their most ardent friends in the cities. Whether we will or no, the farmer must be reached, especially the farmer who does not want to be reached. For those who are difficult to reach, a simple, attractive and skillfully planned reading course is the beginning of salvation. These are the people who do not read books; if they did they would be less in need of help. All ideas of mere academic dignity must be laid aside, and effort must not rest until every man is touched. One simple leaflet, well digested, may mean more to some remote farmer than a whole library means to a student.

Fortunately, the farmers' reading course also has been tried. Ten or a dozen states have taken it up in one form or another. So far, it has proceeded from the agricultural colleges in the various states, and this is well and auspicious. One of these institutions now has a reading course compromising about sixteen thousand actual readers.

Thus is the farmer being reached—by any means which promises efficient results, whether it conforms to accustomed educational standards or not. Agricultural education is the most difficult of educational fields. Old ideas of teaching must be enlarged and outgrown. Great results are already attained. A body of men which would grace any walk in life is giving its very life to the cause, knowing that, as the problem is peculiar, this body must stand largely alone in the educational world. The work of widest influence must by that of an extention character, including nature-study movements, reading courses, itinerant schools, short winter courses, and the like; only the few will go farther and higher.

# THE RURAL SCHOOL HOUSE

By the State Superintendent.

A plea for the future improvement of school property must be addressed to the County School Commissioners, in whose hands are the purse strings of our public schools, and to whom the authority is given to build and equip schoolhouses; but trustees and teachers must sow the seed which will ripen into better buildings and surroundings.

That there are many school buildings in almost every county which are entirely creditable, no one can deny; but there are too many, entirely too many schoolhouses scattered here and there, that would not be used by scientific farmers or stock raisers for cow stables. Taxes may be high, and county commissioners may hesitate to give the county school boards necessary appropriations to build the right kind of schoolhouses and establish efficient systems of instruction, but the pupils of the public schools are the children of our taxpayers, and as such they must have such schoolhouses and teachers as will make them capable and worthy men and women. The taxpayers cannot afford to do less than provide adequate school facilities, since a good practical education is the best legacy they can leave their loved ones, for whom they are ready to make any reasonable sacrifice for their permanent good. Parents must be aroused to a proper sense of this obligation, and when they see it in all its relations and bearings, they will insist that their children must have good schoolhouses and efficient teachers. What will *you* do this year to bring about improvement in your school building and grounds?

In the past half decade, the Legislature has voted millions of dollars for the care of the insane, feeble-minded and blind children; and to establish hospitals for tubercular patients, and it is our duty to care for these unfortunates; but the cost of such care is all out of proportion to the amount spent for the care and education of normal children. Why buildings for these unfortunates should be so much more elaborate and beautiful than public school buildings, and teachers employed in them so much better compensated than our public school teachers is hard to understand. The people who are footing these bills must realize, sooner or later, that their children, with full enjoyment of their faculties, and on whom attractive buildings and surroundings can have the highest educative influence, are entitled, at least, to a school environment as beautiful, attractive and sanitary as those who, unfortunately, do not possess as much power of appreciation as the pupils of our public schools.

How long will it take the taxpaying citizenship of Maryland to fully realize and appreciate the fact that enormous appropriations have been made for the care of the unfortunates, because conditions in our public schools have not been what they should have been; and the way to decrease this number, and to lessen this extraordinary expense, is to go to the source of the trouble. Better school teachers and more attractive

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school surroundings, not only affect the child favorably while in the schoolroom, but tastes and habits are formed there, which last a life time. The home will become more attractive and sanitary, and in proportion as these conditions obtain in the home and the school, will the number of patients in asylums and hospitals decrease, and the amount of public financial support lessen.

### FEWER AND BETTER BUILDINGS.

In several counties there are too many schoolhouses. The law is emphatic that every school district shall contain at least thirty-five legal resident voters. It has proved too often the case that County School Boards have lacked the necessary backbone to live up to this provision of the law. Everyone wants a schoolhouse near, or at, his home, and the nearer our county school authorities approach this condition, the worse is the school situation in that county. Where we give way to such demands, we construct cheaper buildings; and where we thus multiply the number of teachers, we decrease their salaries. It is better for both the teacher and the child, that we have the number of school districts, which the law sanctions, with more attractive schoolhouses, and better paid instructors.

### THE SCHOOL LOT.

Blunders by the score have been made by building schoolhouses on lots too small. There should be provision in the law that no school lot should contain less than an acre—two acres much better—and where the land is cheap, from three to five acres should be bought. Perhaps we do not see an immediate use for a lot of two or three acres, but we are nearing the time when the usefulness of the school will be impaired unless we have large school grounds. Will our county school officials take the lead in this matter, by declining to build a schoolhouse on a lot which does not contain at least an acre of land? We have discussed, for years, how school work should be related to community interests and life, etc.; now we are on the eve of such co-ordination. We need large school grounds to make it possible.

### THE SCHOOLHOUSE.

It would be a splendid thing if we had a State architect, whose sanction should be necessary in the construction of schoolhouses. As there is no such official in Maryland, every county school board should have books on modern school architecture and school improvement. The difference in cost in building a beautiful schoolhouse, and an ugly one, is not so great if we know how to build the attractive one. The cost in building a house large enough to accommodate forty-five pupils, with simple desks and afford proper breathing room, is not so great as to justify the erection of one which is too small, hard to ventilate and badly lighted. It would not add any very large sum to provide an extra room for the manual and industrial arts, which cannot be taught without equipment. The modern rural school needs such architecture and equipment, if it is to perform its proper function in our scheme of school education. A

community usually gets the kind of building for which it asks and works. How is public sentiment in your district on this question? Remember the patrons of your school have about the kind of building they permit. If it is not attractive and beautiful, they should no longer tolerate it.

The schoolroom proper should be 24x30 feet, with a ceiling not less than 10 feet. The lighting should be from the left side of the pupil. If there are windows to the right and rear, it will be well to paint the inside of the panes of glass to the right, and prevent the cross rays, provided the windows to the left are sufficient to admit abundant light. If the exterior effect will admit of the plan, it is well to have the unilateral light from the left side of the pupil. The best light for a schoolroom is north; next best, northeast; then south, then east, and lastly, west. In schoolrooms lighted only from one side, there should be two or three high transom panels on the opposite side, above the blackboards, which could be opened for direct ventilation across the top of the room, in hot weather, when the windows must be open. These panels should be hinged at the bottom, and be of wood or very dark glass that would admit no light. We have been, and are still, using the bilateral lighting, but the best authorities advise against it. The windows to the rear of the pupil, and in front of the teacher, throw the shadow of the pupils' head and shoulders on the desk, and make a glare in the teacher's eyes.

### HEATING AND VENTILATING.

It has been a hard problem, in the rural school, to heat the room satisfactorily, and ventilate it properly. Pupils who are too hot or too cold cannot do vigorous mental work. It is equally true that the work is of a low order where they are forced to breathe impure air. Not alone the character of the school work, but the health of pupils and their physical development is involved in this question. Without going into details, it may be said here, that the State Department of Education has investigated this matter, and found that there is a simple and scientific way of ventilating and heating schoolrooms at a cost which places the equipment within reach of our county school authorities. This principle is exemplified in the Waterman-Waterbury, Smith and other systems. These have been tried in schools in Baltimore, Anne Arundel, Queen Anne, Frederick, Cecil, Montgomery, Caroline and Kent counties, and work well. As fast as the question of finance will allow, these heating and ventilating outfits should be placed in all the rural schools. It will mean better school work, and healthier boys and girls.

### TOILET FACILITIES.

The law requires water-closets, or outbuildings for each schoolhouse. There should be separate toilets for the boys and girls. They should be about six feet square, with a ceiling not less than six feet. There should be two openings, with a bar or board just above them to prevent boys getting on the seat with their feet. There should be a galvanized iron or porcelain-lined urinal in one corner of the boys'

closet. A water closet with no means of drainage should have no door, but rather a screen extending across the opening, and possibly around the corners of the building. At the rear of the building, a ventilating tube should lead from the pit up through the roof, projecting far enough to carry away all the gases. Paper or whitewash the interior each year. Put buildings in remote corners of the school lot, plant vines about the entrances, and let the teacher inspect the premises frequently. Unless the teacher gives care and attention to these closets, we may expect them to be unclean and their influence immoral. The teacher and trustees can do much to solve the perplexing problem of unsightly and unsanitary water-closets.

### RURAL SCHOOL PUPILS.

In visiting country schools, one is amazed at the small enrollment and the small per centage of pupils beyond twelve years of age. It is a matter for consideration as to whether the schoolhouse and its unattractive surroundings have not much to do with this condition. The schoolhouse lacks, in many instances, those beautiful and attractive elements which would invite pupils to remain. Is it not possible that such a place becomes tiresome to the pupil when he has to spend there six or more hours of five days of the week? Is it not worth our while to begin improvement along these lines, with the hope that it will have the effect of lengthening the school life of the pupil? These are questions we must think upon, and they suggest problems which we must at least try to solve.

# COURSE OF STUDY FOR NORMAL SCHOOLS

## ACADEMIC COURSE.

Adopted June, 1908.

| First Year. | 1st Term. | 2nd Term. |
|---|---|---|
| English—Composition and Rhetoric | 3 | 3 |
| History—Ancient and Medieval | 3 | 3 |
| Mathematics—Algebra | 5 | 5 |
| Science—Physical Geography | 5 | |
| Botany | | 5 |
| Latin—First Latin Book (Completed) | 5 | |
| Caesar | | 5 |
| Art—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week | 5 | 5 |
| | 26 | 26 |

| Second Year. | 1st. Term. | 2nd Term. |
|---|---|---|
| English—Composition and Rhetoric | 3 | 3 |
| Studies in English Literature with weekly Essays. | | |
| History—Modern History | 3 | 3 |
| Mathematics—Plane and Solid Geometry | 5 | 5 |
| Book-keeping (8 weeks). | | |
| Science—Physics | 5 | |
| Chemistry | | 5 |
| Latin—Cicero | 5 | |
| Virgil | | 5 |
| Art—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week | 5 | 5 |
| | 26 | 26 |

## NORMAL COURSE.

Adopted June, 1908.

| Junior Year. | 1st Term. | 2nd Term. |
|---|---|---|
| Pedagogy—Art of Teaching | 5 | |
| Psychology | | 5 |

| | | |
|---|---|---|
| Review of Elementary Studies: | | |
| Grammar . . . . | 5 | |
| History . . . | | 5 |
| Observation in Model School . . . | 5 | 5 |
| ENGLISH—History of English Literature . . | 3 | 3 |
| Studies in English Literature with weekly Essays. | | |
| HISTORY—Civil Government . . . . . | | 2 |
| SCIENCE—Physiology, with Elementary Studies in Biology . . . . . | 5 | 3 |
| ART—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week ..... . . . . | 5 | 5 |
| | 28 | 28 |
| Senior Year. | 1st Term. | 2nd Term. |
| PEDAGOGY—Psychology . . . . . | 3 | |
| Principals of Teaching . . . . | | 3 |
| School Management and School Law . | 5 | |
| History of Education . . . . | 3 | |
| Review of Elementary Studies: | | |
| Geography . . . . | 5 | |
| Arithmetic . . . | | 5 |
| English . . . . | 2 | 2 |
| Practice Teaching in Model School (each member of the Class must teach forty-five minutes daily for twenty weeks, to be followed by critique . . . . | 5 | 5 |
| SCIENCE—Nature Study . . . . . | | 5 |
| HISTORY—Constitution of United States and of Maryland. Maryland Teachers' Manual . . | | 3 |
| ART—Vocal Music. Elocution. Each one period a week . . . . . | 2 | 2 |
| | 25 | 25 |

## COURSE IN PEDAGOGY FOR COLLEGES.

Chapter 635, Section 122E of the General Assembly of 1908 reads as follows:

"122E. Any graduate of the department of pedagogy, of any reputable college or university, maintaining a department of pedagogy that has been approved by the State Board of Education of Maryland, shall be entitled to teach in the public elementary or high schools of the State of Maryland without examination. The diploma of said graduate shall be rated as a first grade teachers' certificate and be subject to classi-

fication by the county superintendent of the county in which said graduate may be employed to teach."

In compliance with the provisions of this Act, the State Board of Education, at a meeting held at Ocean City, on June 26, 1908, prescribed the course of pedagogy (which follows), as one which will have the approval of said Board, as meeting the requirements of law. This course in pedagogy is elective by students who desire to teach, after completion of the work of the Sophomore class; and shall be pursued in connection with the major subjects of the regular college work prescribed for the Junior and Senior years.

M. Bates Stephens, *Secretary.*

JUNIOR YEAR.

Course A.—*General History of Education.* Embracing a review of the most eminent educational theories, and systems of ancient and modern times. First Term. Twice a week.

Course B.—*Psychology.* The content and development of mind, studied with the special view to comprehending the art of teaching, as based on a knowledge of the child. Second Term. Four times a week.

Course C.—*Special Method.* Review of Elementary English, Geography and Arithmetic, and a study of methods and devices used in teaching these branches. Throughout the year. Three times a week.

Course D.—*Drawing, Music, Elocution,* and Physical Training. Once a week in each of the subjects named throughout the year.



SENIOR YEAR.

Course E.—*General Method.* The Philosophy of Teaching. A study of the psychological and pedagogical principles upon which teaching is based. First Term. Twice a week for at least eighteen consecutive weeks.

Course F.—*School Organization* and *Discipline.* This course comprises methods of supervising and managing schools, teachers and pupils; courses of study and programs, based on Maryland Teachers' Manual and Course of Study; sanitation; playgrounds; text-books; supplies and apparatus. Second Term. Twice a week for at least eighteen consecutive weeks.

Course G.—*School Law.* This course treats of the duties of the teacher as an officer of the State; school boards; trustees; contracts; care of property; records and reports, etc. Second Term. Twice a week for at least eighteen consecutive weeks.

Course H.—*Practice Teaching.* Throughout the year each student will teach at least two periods every week under the supervision of a critic teacher in a regularly graded school.

Course I.—*Drawing, Music, Elocution* and *Physical Training.* Once a week in each of the subjects named through the year.

# LAWS AND BY-LAWS PERTAINING TO TEACHERS

## ARTICLE VI.

### TEACHERS.

1. Every teacher on his first appointment and before entering on the duties of his office shall take the following oath of office, a copy of which shall be kept in the office of the county school board:

I,....., having been appointed a teacher in the public school of.....County, State of Maryland, do swear (or affirm) that I will obey the School Law of the State of Maryland and all rules and regulations touching my position as teacher, passed in pursuance thereof by the proper authority; that I will, to the best of my skill and judgment, diligently and faithfully, without partiality or prejudice discharge the duties of a teacher in the public schools of said county, including attendance on teachers' institutes and associations when legally called thereto, and will honestly and correctly make quarterly and other reports when required by law or the school authorities of said county to do so.

.....Teacher.

State of Maryland.....County to wit:

Sworn (or affirmed) before the subscriber.....

.....

by....., teacher, who in my presence has thereto set.....name this.....

day of.....19...

2. It shall be the duty of teachers to have the schoolrooms swept, dusted and ventilated every day, and warmed when necessary, at least fifteen minutes before the hour of opening, and to see that the house is kept clean and comfortable at all times. They shall organize and conduct their schools according to the schedule in Article VIII, Section 7, and shall give their undivided attention to the pupils during the whole of the school hours. Pupils and teachers are prohibited from using tobacco in any form on the school premises during school hours.

3. They shall keep a record of the daily attendance of themselves and of each pupil in the register provided for that purpose. This register shall be preserved in good condition and submitted to the inspection of the county superintendent, the trustees and the commissioners, whenever desired.

4. They shall make a term report to the school board (on forms provided for that purpose, and approved by the State Board), and shall fill up accurately all the blanks, so far as applicable, to each particular

school. They shall swear or affirm to this report before a justice of the peace or a school commissioner, if required by the By-Laws of the county school board; they shall have it endorsed by at least two school trustees; and shall deliver it to the county superintendent at least three days before the stated quarterly meeting of the Board.

5. No teacher shall receive payment for services until the registers are properly filled up, and reports made and delivered as required by law.

6. No person shall act as a substitute for a teacher unless holding a teacher's certificate, and then only with the written consent of the Trustees, which shall be filed with the teacher's report. In case a disqualified person act as substitute, no salary shall be paid for that time.

7. For each day's absence from school, without good and sufficient reasons stated in the quarterly report and accepted by the board of county school commissioners, the teacher shall forfeit the proportionate amount of salary for the time so lost. Every teacher regularly employed, who shall submit satisfactory proof of same to the county school Board shall be allowed not less than twenty days for the school year for actual sickness, and the county school board shall pay to said teacher for the number of days thus lost not less than one-half of the amount of salary received by him or her when in actual service. Any time lost by the teacher, whether from sickness or any other cause, shall not be made up by teaching on Saturdays or legal holidays, or at extra hours. The days of absence and causes therefor shall be noted in the quarterly report, and the secretary of the county school board shall keep a correct statement of same in an appropriate record book.

8. Every teacher shall keep an account of the books belonging to the school furnished each pupil for use, and shall require the return of the same when the child leaves school. Teachers will be held responsible for the safe keeping and good condition of the books and stationery belonging to the schools.

9. Any teacher who shall refuse to vacate his school when legally notified of his suspension or dismissal by the trustees or county school board, shall forfeit all claim for compensation for services during the term in which such suspension or dismissal shall take place, and be thereafter ineligible to any school under the control of the board, unless reinstated by the county school board.

10. Every teacher shall furnish to the county school board an inventory of the books and stationery belonging to the board which are in the school at the expiration of each school year.

11. All contracts with teachers shall be in writing, and shall be signed by the board of district school trustees, or a majority of them, and by the teacher. Said contracts shall be submitted to the board of county school commissioners for confirmation, and shall not be valid unless confirmed. The following shall be the form of contract and no other form shall be legal:

TEACHER'S CONTRACT.

STATE OF MARYLAND, COUNTY OF.....19....

It is hereby agreed by and between the District School Trustees of School No....., District No.....and .....that the said..... shall be and.....is hereby appointed to teach at said school, subject to the confirmation and requirements of the Board of County School Commissioners of.....County, and to the provisions of the Public School Laws of the State of Maryland, and at such salary as the said Board of County School Commissioners may direct; provided, however, that no white teacher regularly employed in a public school of said State, having an average attendance of fifteen pupils or more, shall receive as a saarly less than three hundred dollars per school year; and provided further, that all white teachers holding a first-class teachers' certificate, who have taugh for a period of three years in any of the public schools of said State, shall receive as a salary not less than three hundred and fifty dollars per school year; that all such teachers who have taught in said schools for a period of five years, shall receive as a salary not less than four hundred dollars per school year; that all such teachers who have taught in said schools for a period of eight years, shall receive as a salary not less than four hundred and fifty dollars per school year, and that all white teachers holding a second-class teachers' certificate, who have taught in said public schools for a period of eight years, shall receive as a salary not less than three hundred and fifty dollars per school year.

The said.....on..... part, hereby accepts said appointment, to take effect on the..... day of.....19....

This contract shall continue from term to term, and from year to year, subject to revocation at any time by either of the parties hereto, on giving to the other party thirty days' notice, in writing, to that effect, and similar notice of such revocation must also be given to the said Board of County School Commissioners.

If from any cause the Board of County School Commissioners should decide to close said school, then this agreement may be terminated by said Board of County School Commissioners at any time.

Witness our hands:

(At least two Trustees must sign).

.....
.....
.....
Trustees.

.....
Teacher.

The above contract is hereby ratified and confirmed by the Board of County School Commissioners of.....County, this.....day of....., 19....

Attest:

.....
Secretary.

FORM OF DISMISSAL.

State of Maryland, County of....., .....19...

To.....,

Teacher of Public School No...., Election District No.....

You are hereby notified that your services as teacher of the aforesaid

school will not be required after the.....day.....
....., 19...., said day being not less than thirty days from the date hereof.
(At least two Trustees must sign).

.....
.....
.....
Trustees.

12. If a teacher wishes to vacate his school, thirty days' notice in writing must be given to the trustees and also to the county school board, except in cases of emergency, of which the school board must judge. If any teacher leaves without giving such notice, he shall forfeit the salary already accrued for the current term.

13. Immediately on the termination of the scholastic year, or on the teacher's vacating the school, he shall secure the schoolhouse, and shall deliver the keys thereof and all school property in his charge to the chairman of the board of district trustees or to one of the school commissioners, taking a receipt therefor.

14. No person is eligible to appointment as teacher or substitute without having one of the several certificates to teach as enumerated in Section 6 of Article VII. The minimum legal age of men teachers is nineteen years; of women teachers, eighteen years.

15. Teachers shall attend the Teachers' Institute and County and District Teachers' Association when ordered by the proper authority, under such penalty as the Board of County School commissioners may prescribe.

16. Every teacher is expected and required to make himself acquainted with the By-Laws, Rules and Regulations of the State Board of Education, and of the board of school commissioners of his county, and to bear in mind that by accepting employment he voluntarily undertakes to discharge the duties imposed or implied therein. Any voluntary neglect or violation of said By-Laws is therefore a breach of contract and may lead to termination of the engagement or to the annulment of his certificate.

17. The principal teacher of every school, when the appointment has been confirmed by the county school board, is *ex-officio* the secretary of the board of district school trustees. He shall keep an accurate record of the proceedings of each meeting in an appropriate record book, which shall be inspected by the county superintendent when visiting the schools.

## ARTICLE VII.

### TEACHERS' CERTIFICATES.

1. The issuing, grading and renewal of certificates of qualification as public school teachers, to persons applying for same in any county, are in the discretion of the county superintendent under the provisions of law.

2. The certificates issued by each county superintendent shall be numbered and registered in a book provided for that purpose and shall be arranged by the county superintendent, under the sanction of the county school board, as first grade, first class; first grade, second class;

second grade, first class; second grade, second class; and second grade, third class. The grade shall be determined as required by law, by the scholastic qualifications of the teacher; but the class shall be determined by the professional ability and skill of the teacher as exhibited in the schoolroom, and observed and vouched for by the county superintendent. Certificates issued by the principal of a State Normal School, or the Normal Department of Washington College, shall be subject to the same provisions. When the diplomas of graduates of the State Normal Schools or the Normal Department of Washington College, shall have affixed to them the seal of the State Board of Education, they shall be accepted as first grade, first class certificates for a period of five years, after which time the same shall be subject to classification by the superintendent of the county where the teacher is employed; but the teacher shall have the right of appeal from the action of the county superintendent to the State Board of Education.

3. Certificates of the first grade shall certify that the teacher has been examined in Orthography, Reading, Writing, Arithmetic, Geography, United States and General History, English Grammar, Bookkeeping, Algebra, Natural Philosophy, Physiology, Plane Geometry (four books), National and State Contitutions, Theory and Practice of Teaching, and the Laws and By-Laws of the Public School System of Maryland and Elements of Agriculture; those of the second grade shall certify that the teacher has been examined in Orthography, Reading, Writing, Arithmetic, Geography, United States History, History of Maryland, English Grammar, Constitutions of United States and Maryland, Algebra (to Quadratics), Theory and Practice of Teaching, Physiology, the Laws and By-Laws of the Public School System of Maryland, and Elements of Agriculture.

4. Teachers who have taught seven years, five of which shall have been spent in the public schools of Maryland, and hold a first class certificate, may apply to the State Board of Education for a Life Certificate. They must file with their application the unanimous recommendation of the board of school commissioners and the county superintendent of the county where they have last taught. The county superintendent must forward to the State Board, if required, the examination papers of the last examination taken by the applicant for a teacher's certificate. If the State Board favorably considers the application, they shall name two county superintendents who, with the State Superintendent, shall prepare an examination—unless waived by the State Board of Education—the result of which shall be reported to the State Board at its next meeting. Applications for Life Certificates shall be considered only at the February meeting of the Board, and examinations will be held only once in each year. Those obtaining Life Certificates shall be accepted by all county superintendents without further examination as teachers of the grade named in the certificate; *provided,* that the certificate thus issued shall be accepted as first class for a period of five years from the date of its

issue, after which it shall be subject to classification by the county superintendent.

5. There shall be held annually on Thursday, Friday and Saturday, next succeeding the date of the regular quarterly meeting of the State Board of Education in the month of August, an examination for State or Life Certificates, which examination shall embrace the subjects of the normal course of the normal school curriculum. The place for holding the examination will be in Annapolis, in the office of the Department of Education. The questions for this examination shall be prepared by the State Superintendent, subject to the approval of the State Board of Education, and conducted by said Superintendent, with such assistance as may be given him by the State Board of Education.

6. No person shall be employed as a teacher in the public schools of Maryland unless such a person shall hold:

(a) A certificate issued by the county superintendent where he or she proposes to teach.

(b) A certificate from a principal of a State normal school or of the principal of the Normal Department of Washington College.

(c) A diploma of a State normal school of Maryland or of the Normal Department of Washington College.

(d) A normal school diploma of another State endorsed by the State superintendent of public education.

(e) A certificate from the State Board of Education.

(f) If a special high school teacher, as provided by Chapter 386 of the Acts of 1910, a certificate issued by the county superintendent of the county where he or she proposes to teach; said certificate to be issued only after a satisfactory examination in the special branches to be taught; this examination to be outlined by the county superintendent and approved by the State Superintendent.

(g) Diplomas of graduates of colleges or universities of this State who took with the major subjects of junior and senior years the course in pedagogy recommended by the State Board of Education.

## ARTICLE VIII.

### SCHOOLS.

1. The course of study for elementary schools, which embraces the subjects required to be taught in every district school, shall be followed as outlined and given in Section 7 of this Article; and the curriculum for high schools as given in Section 7 of this Article shall be followed in the grades of the high schools.

2. The school year of ten months shall be divided into four terms as nearly equal as possible, to be called the fall, winter, spring and summer terms, respectively.

3. School shall be open daily, five days in each week, and for six hours each day. The hours each day, unless otherwise ordered by the school commissioners, shall be from 9 A. M. to 12 M., and from 1 to 4

P. M. The younger pupils may be required to attend during a shorter daily session at the discretion of the teacher and with the consent of the county superintendent. No school shall be in session on Saturday, Sunday, or on any of the following holidays, viz: Thanksgiving Day, the twenty-fourth of December to the first of January (both inclusive), the Friday before Easter and the Monday after Easter, the whole months of July and August, and the days designated for the holding of the Annual Teachers' Institute. These vacations and holidays are obligatory on all schools. Election days and Decoration Day may each be declared a holiday at the discretion of the board of county school commissioners.

4. There shall be a public examination of the pupils in each school twice a year, to which parents and school officers shall be invited, and the examination shall be reported to the school board.

5. The teacher of any school may order the following articles for the comfort, convenience and security of the school when not otherwise provided for by the county school board, viz: fuel (ax and saw if needed), water bucket, drinking cup, washbasin, soap, towel, window lights and fastenings, door locks, all of which shall be paid for by the teacher and charged among the incidental expenses of the school, provided that vouchers shall be given for every expenditure. The teacher shall be responsible for the due care and right use of such articles, and any loss arising from neglect or waste shall be charged against his salary.

6. The rules adopted by any principal teacher for the government of his school, with the consent of the county superintendent and the board of district trustees, and not at variance with the school law, the By-Laws of the State Board or the By-Laws of the county school board, shall be carefully observed by all pupils and assistant teachers under his authority.

7. The classification and schedule of studies in By-Laws recently published shall be observed in all primary, elementary and high schools.

## TEACHERS' PENSIONS.

(Chapter 605, Acts 1908).

Section 58. Whenever any person in this State has taught in any of the public or normal schools thereof twenty-five years, and has reached the age of sixty years, and his or her record as such teacher has been without repreach, and by reason of physical or mental disability or infirmity is unable to teach longer, and who, moreover, is without the means of comfortable support, the said teacher may lay his or her case before the State Board of Education, supported in all cases by the recommendation of the Board of County School Commissioners of the county in which said teacher has last taught, and the said board shall proceed to consider the same, and if the facts are found as above stated, the said teacher shall be placed on a list, a record of which shall be kept by the said board, to be known as the Teachers' "Retired List," shall be on or before the first day of October of each and every year, certified to by said Board to the Comptroller of the Treasury of the State; and every person so placed upon said

retired list shall be entitled to receive a pension from the State of two hundred dollars per annum, to be paid quarterly by the Treasurer of this State, upon warrant of the Comptroller, so long as the said pensioner is without other means of comfortable support, provided that after October 1, 1907, any person whose name is placed on said list for the first time shall receive pay from the day of approval of application by the State Board of Education. That the sum of twenty-five thousand dollars per annum, or so much thereof as may be necessary, is hereby appropriated out of any moneys in the Treasury not otherwise appropriated to carry into effect the provisions of this Act.

## ARTICLE X.

### HIGH SCHOOLS.

1. High schools may be established by the board of county school commissioners with the approval of the State Board of Education, and when established and approved, they shall be under the control of the county school board, who shall appoint all teachers and special instructors for the high school grades, and fix salaries for same, not to be less than minimum amounts prescribed by law.

2. High schools shall be classified as first group and second group high schools, according to enrollment of pupils, teachers employed, and amount and character of work done. The work of each school must be inspected annually by the State Superintendent, the Assistant State Superintendent, or some competent person to be designated by the State Board of Education, and each high school principal shall give, on blanks to be furnished by the State Department of Education, such data pertaining to each high school department as may be asked for from time to time. On or before the first day of October, the State Board of Education shall certify to the Comptroller a list of high schools entitled to receive State aid, with the amount of the appropriation to be paid by the State Treasurer on account of each school.

3. High schools of the first group shall fulfill the following minimum requirements: (a) an enrollment of not less than eighty pupils; (b) employ not less than four teachers for the regular high school work, exclusive of instructors of special subjects named under (e); (c) four years' course of instruction of not less than thirty-six weeks in each year, same to conform to the standard required by the State Board of Education; (d) the annual salary of the principal to be not less than $1,200, and the salary of each assistant teacher regularly employed, to be not less than $500 per annum; (e) provision to be made for manual training and domestic science courses, and also a commercial or an agricultural course, as may be determined by the board of county school commissioners.

4. High schools of the second group shall fulfill the following minimum requirements; (a) an enrollment of not less than thirty-five

pupils; (b) employ not less than two teachers for the regular high-school work, exclusively of instructors of special subjects named under (e); (c) a three years' course of instruction of not less than thirty-six weeks in each year, same to conform to the standard required by the State Board of Education; (d) the annual salary of the principal to be not less than $1,000, and that of each assistant to be not less than $500; (e) provision to be made for a manual training, or an agricultural, or a commercial course, as may be determined by the board of county school commissioners.

5. The course of instruction in schools of the second group may be extended to four years by the board of county school commissioners, by the employment of such additional teacher or teachers as may be required by the State Board of Education, provided that the salary of such additional teacher or teachers shall be paid wholly by the said board of county school commissioners; and in those schools of the Second Group, where the course of instruction has been so extended to a four-year course, the graduates shall receive the same recognition as graduates of schools of the first group.

6. When application is made to the State Board of Education for an inspection of a high school of the first group, there shall be enrolled in the high school department at least eighty pupils, and the number of teachers employed to give the academic instruction shall be at least four at time such application is made; and for high schools of the second group, the enrollment shall be at least thirty-five, and the number of academic teachers not less than two or the equivalent of two teachers, when application is made. In the item of enrollment for both first and second group high schools, that for the preceding year will be accepted, unless for special reasons the State Board of Education shall fix some other basis.

7. Students of the high school grades shall pursue the branches of study and lines of work laid down in the curriculum adopted by the State Board of Education, and shall take such tests and examinations as may be prescribed by the county school authorities. Promotion from one year's grade to another, and graduation from the high school department must have the joint approval of the principal of the school here, and the superintendent of schools of the county in which the high school may be located. Graduates of the academic and other elective courses shall rank equally in recognition, but the diploma shall show which course was pursued by the person to whom same is granted.

8. In the schools of the second group, the term "manual training" shall be construed to include domestic science—the former for male, and the latter for female students. The same instructor may, if practicable, give instruction in both subjects. Two-fifths of the instructor's time shall be required for the school receiving State aid on account of said instructor's services.

9. Every high school, whether of the first or second group, shall

have a library of well selected books in which there shall be at least one hundred volumes (exclusive of public documents and text-books furnished the students), which are related to the various subjects taught and which may be used by pupils to reinforce the regular text-book instruction. Such volumes must be approved by the State Department of Education.

10. Every high school, whether of the first or second group, must have a science laboratory located in a suitable room, which shall be equipped by September 15, 1911, with not less than $150 worth of apparatus, and material in the proper portions for the teaching of the various science branches required to be taught, and such additional amounts of apparatus and material as the State Board of Education may, from time to time, require on six months' notice. All orders for apparatus shall be approved by the State Superintendent before being placed.

11. Instructors in the manual training, domestic science, commercial or agricultural courses must hold a certificate of proficiency in such subjects as they are required to teach, same to be approved by both the State and county superintendents. In case any such instructor does not hold such a certificate, he or she shall take such an examination as may be prescribed by the county superintendent, with the approval of the State superintendent.

12. Thirty days prior to making the annual levy in each county, the board of county school commissioners shall submit to the county commissioners a list of all the high schools of the county, with a detailed statement of the cost of instruction in such schools, and publish same for at least two weeks in one or more of the papers published in said county.

13. Any high school, of either first or second group, receiving State aid under the provisions of the high school law passed in 1910, shall forfeit any special State appropriation heretofore made for such schools, except academic appropriations made prior to 1872.

14. State aid is based on the cost of instruction and for first group schools is as follows: The sum of $600 on account of the principal, and the sum of $300 on account of each of the first three assistants employed for regular high school work; the sum of $400 on account of each of two special teachers, who shall spend not less than two-fifths of their time in the school receiving said amounts; and sum of $100 on account of each additional regular grade teacher, provided the total amount does not exceed the sum of $2,500. For second group schools: The sum of $600 for the principal, and $400 for one assistant teacher employed to do regular grade or academic work; the sum of $400 for salary of one special instructor, provided that if an instructor in manual training or agriculture be required to divide his or her time among not more than four schools of this group, $150 shall be allowed on

account of each school; provided, further, that the total amount for any one school of the second group shall not exceed $1,400.

15. Where grade work below that of the high school department is done in the same building or on the same premises, such grade work may be under the control of the county school board, and the principal of the high school shall be principal also for the grades below those of the high school department.

# THE JOHNS HOPKINS UNIVERSITY SUMMER SCHOOL

It is difficult to think of a more remarkable circumstance in connection with the history of our State than the fact that the vocation of teaching, delicate as are its duties and important as are its requirements, should be the last for which special training is required. The great public heart which should beat responsive to every demand vital to public good is not on the right side so long as it will allow, by legal sanction, persons to be employed as teachers of our public schools who have not received special preparation and training for the work.

Whether conditions in the past warranted such a situation, we will not discuss; but as for the present and future, we can see no good reason why teaching should not be made a profession in fact as well as in name, and that all new teachers possess the fundamental qualifications of scholarship and skill to impart instruction necessary to make them worthy members of the *profession* of teaching.

The State is now and has been committed to the proposition since 1867, when definite provision was made to give special training to young men and ladies that they might be prepared to enter the sphere of teaching, and discharge their obligations in the schoolroom worthily and efficiently.

The history of the Normal School in Maryland is coextensive with that of our public school system. The State has an equal interest in all its counties and in all its school districts. If it was a necessary thing to provide for trained teachers at all, it meant that all schools should have such teachers, and any other assumption would be unfair and unjust to the motive of those who conceived the idea of such special training and then planned the Normal School to give it. It was never meant that some schools should have professional and others non-professional teachers, and it is important to see that school administration stands for "equal rights to all and special privileges to none" in the realm of school life, with as firm a purpose as we should in our civic life.

But a condition and not a theory confronts us. The number of Normal School graduates in our State for this year is less than one hundred, while the number of new and inexperienced teachers employed in the counties of the State for the present school year approximates three hundred. Admitting that all our Normal graduates have been given positions, and that a small percentage of our new teachers are graduates of Normal Schools located in other states, there still is left a majority who enjoyed

no special training and who are permitted as mere novices to rush into those precincts of opportunity where "angels fear to tread."

With a due sense of loyalty to our State and its institutions, this condition in the school situation is not creditable to our general policy of inteligence and constructiveness in other directions.

In former days, the maxim was everywhere accepted, "What one knows, that he can also teach," but we know better now and realize the wide distinction between knowing and the ability to impart knowledge. Thanks to the General Assembly of 1908 for its recognition of this fact in the passage of a law requiring that teachers of experience, whose certificates are first-class, shall not receive as salaries less than certain amounts stipulated in the law. This places the emphasis where it belongs, for it puts a premium on professional skill or efficiency. Since then, teachers whose certificates are not first-class have almost tumbled over each other in their hurry to avail themselves of the several means or agencies for professional betterment. This legislative event has done more to put a "thinking cap" on the "non-professional" than all the argument advanced by educators and school officials for a whole decade. Even should the State require at once that all new teachers be trained, what is to become of the vast army of teachers now employed who were not given special training, and whose work does not justify them in being classed as efficient? They cannot be discharged from the ranks in a wholesale manner, because we have no supply of better material to fill their places. It is one thing to get rid of a teacher who is not entirely capable, but quite a different proposition to secure a capable one to fill the place.

Under existing conditions, the best we can hope to do is to weed out of the schools the most flagrant cases of inefficiency, and then hope and work to have those remaining aspire to get in the professional class.

The question naturally arises "How can they do it?" Well, there are several ways it can be done. The most improbable way perhaps will be to obtain a leave of absence, enter some good Normal School and graduate. When we consider teachers for the elementary grades there is nothing more valuable or desirable as regards preparation for teaching than graduation from an up-to-date Normal where good training school facilities are available.

The next important factor for professional improvement, probably, is the work of the alert and painstaking grade supervisor. Such supervision may be regarded as the vital and final thing to secure and maintain the highest form of teaching efficiency. Herein lie exceptional opportunities to meet teachers frequently, work with them, and see them work, and gradually lead them to occupy higher ground.

It is safe to predict that but few will give up their positions as teachers and enter Normal Schools as students, and it is a matter of information that but few of our counties have the kind of supervision most desirable. We must look elsewhere for the "balm of Gilead"; indeed we have looked

elsewhere, and are finding it in the expression of an idea originated by Agassiz in 1874, and which has spread over our whole land.

The summer school has a message for every teacher; but more especially for those who are only partially sucessfuly. Some have an aptitude for teaching, but lack in scholarship; while others enjoy good scholarly attainments, but lack skill and knowledge of methodology.

The summer school comes to the rescue of both classes by offering to give instruction in special branches of knowledge for the former, and pedagogy for the latter class. Both these classes have been more or less imitators—copying with Chinese fidelity the devices of other teachers, for the reason that they have not mastered the general principles of teaching and have not acquired its art.

The summer school will likely make them see and understand the principle underlying a device, and that every application of the device is an interpretation of the principle. It always amounts to a new birth in their profession, when they are able to recognize general principles in methods and devices, and work out and apply them in the light of general principles.

The Normal School cannot anticipate all the needs of the student teacher in advance of actual teaching, but the teacher who goes to the summer school can know just the needs its instruction must meet and satisfy. Knowing what is wanted, it is possible to accomplish as much in six weeks in the summer school, as it is in as many months in the Normal.

Much aimless work has been done in the summer school because teachers have gone not knowing how to elect courses, and this sin must be laid—in part at least—at the door of the county superintendent or supervisor. It is his business to know the weak points of every teacher in his corps, and prescribe what lines of work must be undertaken when seeking means of improvement.

The opportunity to attend a summer school is to come very near our door, for the Johns Hopkins University has decided to open such a school in the summer of 1911. For the reason, the expenses to Maryland teachers will be less than elsewhere, and for the further reason that it will be a part of a university whose standards are high, and whose history is a synonym for excellence, we should give it our encouragement and support.

# MARYLAND STATE TEACHERS' READING CIRCLE

### ORGANIZATION.

Acting under the authority conferred by the Laws of 1890, Chapter 323, giving the Maryland State Teachers' Association power to organize, manage and direct a State Teachers' Reading Circle and adopt therefor a course of study in pedagogy, general literature, etc., the Maryland State Teachers' Association has appointed

Dr. M. Bates Stephens, State Superintendent of Public Education, Annapolis;

Mr. J. Mont. Gambrill, Baltimore Polytechnic, Baltimore;

Miss Sarah E. Richmond, State Normal School, Baltimore;

Mr. H. H. Murphy, Principal High School, Reisterstown;

Miss M. M. Robinson, Western Maryland College, Westminster;

Mr. Edward M. Noble, Supt. of Schools, Caroline Co., Denton;

Mr. B. K. Purdum, Asst. State Supt. of Public Education, Annapolis;

Mr. Nicholas Orem, Supt. Schools, Talbot Co., Easton;

Miss M. W. Tarr, State Normal School, Baltimore,

a Board of Managers to manage and direct the State Teachers' Reading Circle and to carry out the provisions of the above Act. The Board of Managers is organized with Dr. M. Bates Stephens, ex-officio chairman, and Miss M. W. Tarr, secretary.

### CERTIFICATES AND TESTIMONIALS.

*Certificates,* countersigned by the Chairman and Secretary of the Board of Managers, are granted to those members, who, having completed one year's work, present satisfactory evidence of having thoroughly and thoughtfully read the books assigned. This evidence is presented in the form of themes, written in accordance with requirements issued by the Board. and which may be had upon application to the Secretary.

*Testimonials,* countersigned by the Secretary of the State Board of Education and the Secretary of the Board of Managers, are awarded by the State Board of Education to all members who have satisfactorily completed three years of Reading Circle work, and who are recommended for this honor by the Board of Managers. By vote of the State Board of Education, those desiring Teachers' Life Certificates may offer these testimonials in lieu of the required examination in the professional subjects and they will be accepted.

### ASSISTANCE.

The Board of Managers desires to be as helpful as possible to the teachers of the State. Members of the Reading Circle desiring informa-

tion or advice at any time on any of the subjects of study are invited to direct their communications to the Secretary of the Board of Managers named above and she will refer it to the one appointed to have special oversight over that subject of study to which the matter belongs.

MEMBERSHIP.

All teachers of Maryland and all persons above the age of eighteen years are eligible to membership. An annual membership fee of twenty-five cents is required in order to meet the necessary expenses of the organization. Its payment entitles the membr to a membership card, to all syllabi and information relating to the courses, that may from time to time be sent out by the Secretary, and to a certificate after satisfactory evidence of work done has been presented to the Board of Managers. Membership cards may be obtained from the County Secretary or from Miss Tarr.

COURSES OF STUDY.

There are four courses of study outlined for the year 1910-11—one major course, Pedagogy, and three minor courses, Literature, History and Science. Every member who wishes to receive the certificate of the Board of Managers for 1910-11 must take the major course, Pedagogy, and, in addition, one of the minor courses—Literature, History or Science—prescribed for 1910-11.

PRESCRIBED WORK FOR 1910-11.

*Pedagogy.*—"How to Study and Teaching How to Study," by F. M. McMurry, Professor of Elementary Education, Teachers' College, Columbia University. Published by Houghton Mifflin Company, N. Y. Price, single copies, $1.12, postpaid.

*History.*—Coman's "Industrial History," Macmillan Co., New York. Price, $1.00, postpaid. In view of the great importance of the industrial and economic phases of history, and the increasing emphasis which the matter is receiving in all grades of school work, and in the newer text-books, this is a most important subject for the Reading Circle to take up.

*Science.*—Fisher and Cotton's "Agriculture for Common Schools," Charles Scribner's Sons, New York. Price, single copies, 90 cents, postpaid; if ordered in quantity to be sent to one address, 80 cents per copy.

*English.*—"How to Study Literature," by Heydrick, is used as a guide. Price, single copies, 60 cents, postpaid; ten or more copies, 50 cents each, express prepaid. Hinds, Noble and Eldredge, New York. Seward's "Narrative and Lyric Poems for Students," Henry Holt & Co., N. Y. Postpaid, 90 cents.

PURCHASE OF BOOKS.

The required books may be obtained at the office of the County Superintendent, at the book stores in Baltimore, or from the publishers.

Wherever possible, members are advised to purchase their books through the Superintendent of their County, as books so purchased can frequently be obtained at lower prices than those quoted above.

THE PRESCRIBED WORK SINCE REORGANIZATION IN 1901.

1901-1902.

Hinsdale's "Art of Study."
Barrett Wendell's "English Composition."
Shakespeare's "Julius Cæsar" and "As You Like It."
Scott's "Nature Study and the Child."

1902-1903.

White's "The Art of Teaching."
Matthew's "Introduction to American Literature."
Lowell's "Vision of Sir Launfal" and "Commemorative Ode."
Hodge's "Nature Study and Life."

1903-1904.

Shaw's "School Hygiene."
Bliss Perry's "A Study of Prose Fiction."
Scott's "Ivanhoe."
Andrews' "Botany All the Year Round."

1904-1905.

McMurry's "The Method of the Recitation."
Bliss Perry's "The Study of Prose Fiction."
George Eliot's "Silas Marner."
Andrews' "Botany All the Year Round."

1905-1906.

James' "Talks to Teachers."
Thackeray's "Henry Esmond" and "Vanity Fair."
Fiske's "Critical Period in American History."
Ball's "Starland."

1906-1907.

Seeley's "History of Education."
Chubb's "The Study and Teaching of English."
Hart's "Source Book of American History."
Hielprin's "The Earth and Its Story."

1907-1908.

O'Shea's "Dynamic Factors in Education."
Chubb's "The Study and Teaching of English."
Bryant's "How to Tell Stories."
Spark's "The Men Who Made the Nation."
Hodge's "Nature Study and Life."

1908-1909.

Bagley's "Classroom Management: Its Principles and Technique."
Colby's "Literature and Life in the School."
Browne's "Maryland. The History of the Palatinate."
Wright's "The Citizen Bird."

1909-1910.

Bagley's "The Educative Process."

Heydrick's "How to Study Literature."

Shakespeare's (a) "Merchant of Venice," (b) "Hamlet."

McMurry's "Special Method in History."

Johnson's "The Problem of Adapting History to Children in the Elementary Schools."

Allen's "Civics and Health."

## CERTIFICATE REQUIREMENTS FOR THE COURSE OF 1909-10.

CAUTION—Read the directions before writing, and follow them carefully and fully.

*Pedagogy*—Text: Bagley's "The Educative Process," $1.12. Macmillan Co.

In selecting Mr. Bagley's "The Educative Process" as the required work in pedagogy for the Reading Circle the committee, taking into consideration the professional duties of the members as well as other reading circle matter required of them, feels that it has imposed a considerable task, and, therefore, will depart from its usual custom and instead of requiring a theme will request of those trying for the diploma of the circle,

First—To read the whole text carefully.

Second—To select one division from the last four in the book and reread it thoughtfully.

Third—To make a note of all questions, opinions, illustrations suggesting themselves to the reader during the second reading.

Fourth—To send to the committee these memoranda neatly written out, stating the page and paragraph where the text causing the suggestion may be found.

Fifth—To accompany these memoranda with a statement as to the benefit received through reading "The Educative Process."

*History*—Text: McMurry's "Special Method in History." Macmillan Co.

I. Write a paper on "The Problem of Adapting History to Children in the Elementary School." This should be based principally on Professor Johnson's monograph, but should also compare McMurry's view. (Maximum length, 1,000 words.)

II. Write a paper on "The Teaching of History in Grades .... and ...." (selecting any two consecutive grades between the Fourth and the Eighth.) The paper should be based principally on McMurry's volume, and should include the following topics: (a) The aims in teaching history. (b) Tests of value in selecting historical material for study. (c) A course of study for the grades chosen (broadly outlined). (d) Opportunities for correlation. (e) References (mention about twelve supplementary books, not text-books, for children, and about six helpful works for the teacher). Maximum length, 1,200 words.

GENERAL SUGGESTIONS.

1. Definite page references to Johnson and McMurry should be frequent.

2. Topical headings will help to make clear the plan and meaning of your discussions.

3. Direct quotations should be sparingly used, and should invariably be indicated by quotation marks.

4. References to your own experience as a teacher are desirable.

*Science*—Text: Allen's "Civics and Health." Ginn & Co.

The answering of a few questions and the writing of a short theme constitute the requirements for this course.

1. After reading with care the book assigned for this course, state the author's opinions on the various hygenic topics discussed in the several chapters. Give references that will justify you in reaching your conclusions.

2. Make clear the author's idea of the close relationship existing between civics and health.

3. Give at least two good reasons why this book was selected for the science course.

4. In your opinion what is the most important chapter in the text as applied to conditions in this State? Give reasons for your opinion.

5. Write a short paper, not to exceed 1,000 words in length, based on at least five chapters, telling how the text has re-enforced your practical experiences and aided you in bringing about somewhat better hygienic conditions.

*English*—Text: Heydrick's "How to Study Literature." Hinds, Noble & Eldredge. Shakespeare's "Hamlet and "Merchant of Venice." Macmillan's Pocket Classics. Hudson's "School Shakespeare." Ginn & Co. "The Arden Shakespeare." D. C. Heath & Co. (Any good school edition.)

Members are required to present one theme of not more than 1,500 words from the following subjects:

1. "Plot of Merchant of Venice."
   (a) Source of plot or story.
   (b) Simple or complex, and why?
   (c) The several steps or stages in the plot—introduction, rising action, climax, falling action, and catastrophe.
   (d) Does the play in any way lack unity?
2. Characters in "Merchant of Venice."
   (a) How grouped?
   (b) Naturally and clearly portrayed or otherwise?
   (c.) Characteristics of Shylock:
      1. To what extent is Shylock's villainy provoked?
      2. Wherein lie his strength and his weakness.
      3. Does he excite any sympathy?
3. The Setting of "Merchant of Venice," time and circumstances of play.
4. The Best Scenes and Passages in "Hamlet" or "Merchant of Venice." (Select one.)
5. Hamlet's Delay to Kill the King.
   (a) Does he lack will power and courage?

(b) Does he wait till he can get proof against the king sufficient to justify the deed, or satisfy the people of Denmark?

SUGGESTIONS.

Those submitting themes are requested to follow these suggestions:

1. Write the name and address of the writer at the top of the first sheet of each theme.

2. Write only on one side of the paper.

3. If possible, use paper about eight inches by ten inches in size.

4. Leave a good margin, at least an inch, for the notes and criticisms of the reviewer.

5. Stress will be laid upon the proper use of capitals and punctuation marks; paragraphing and correct grammatical expression.

6. Themes must show that the author's views have been assimilated by the writer. No paper will be accepted that is a verbatim report or reproduction of the book assigned for reading.

7. Do not roll or fold your manuscript. Mail it flat.

8. Criticisms, when they appear, are made with the hope that they will be accepted in the spirit in which they are written, and that they will prove helpful to the writer of the theme. It is hoped that the criticism will be carefully noted and that the reader will earnestly strive to correct the fault.

All themes should be sent on or before January 20, 1911, to

Miss M. W. Tarr, *Secretary.*
*Maryland State Normal School, Baltimore.*

The following extracts from the Secretary's ninth annual report to the Maryland State Teachers' Association will be of general interest:

The records for the year 1909-10 show an enrollment of 820, an increase of 168 over the enrollment of 1908-09, reported at your meeting last year.

The membership for the year 1909-10 was as follows:

| | | | |
|---|---|---|---|
| Allegany | 8 | Harford | 22 |
| Anne Arundel | 4 | Howard | 27 |
| Baltimore | 0 | Kent | 23 |
| Calvert | 9 | Montgomery | 111 |
| Caroline | 58 | Prince George's | 0 |
| Carroll | 16 | Queen Anne's | 62 |
| Cecil | 128 | St. Mary's | 0 |
| Charles | 0 | Somerset | 8 |
| Dorchester | 31 | Talbot | 82 |
| Frederick | 34 | Washington | 32 |
| Garrett | 6 | Wicomico | 110 |
| | | Worcester | 49 |

After the report of 1908-09 had been handed in the Secretary received two lists of members from Washington county, making a total list of 46 members for that county, instead of the one reported last year.

CERTIFICATES AWARDED.

During the year the following named persons have completed one year's

course of reading and have been awarded certificates by the Board of Managers:

COURSE OF 1907-08.

| Name. | County. |
|---|---|
| Georgia P. Clifford | Cecil |

COURSE OF 1908-09.

| | |
|---|---|
| H. Lucretia Anthony | Talbot |
| Della Altvater | Talbot |
| L. Veda Barto | Talbot |
| Nora V. Boston | Kent |
| Charlotte E. Cann | Cecil |
| A. Louise Chaffinch | Talbot |
| Mary Emily Clark | Cecil |
| Drusilla A. Dawson | Talbot |
| Addie M. Dean | Talbot |
| Frances Griffith | Cecil |
| Alice Haddaway | Talbot |
| Ethel Kemp | Talbot |
| Anna Matthews | Talbot |
| Hennie M. Merrick | Talbot |
| Edna Ernestine Newman | Talbot |
| Blanche Owens | Wicomico |
| Belle V. Price | Cecil |
| Bessie Simpson | Talbot |
| M. Ella Smith | Talbot |
| Erma B. Stewart | Talbot |
| Marie J. Tubman | Dorchester |
| Helen H. Wells | Cecil |

Themes based upon the work of 1910-1911 must be in the hands of the Secretary not later than January 20, 1912. Requirements will be sent upon application.

Any further information regarding the Reading Circle may be obtained from MISS M. W. TARR, Secretary Board of Managers, State Normal School, Baltimore, Md.

# NUCLEUS FOR A SCHOOL LIBRARY

## A LIST OF BOOKS FOR HOME AND SUPPLEMENTARY READING FOR PRIMARY AND INTERMEDIATE GRADE PUPILS.

The County Superintendents of Maryland held a meeting in Baltimore in December, 1908, and discussed the question of school libraries. The opinion prevailed that the average school library did not contain a sufficient number of books suitable to the interest and text-book needs of the younger pupils. Many books purchased for primary and intermediate pupils have no definite relation to school studies and consequently the library books do not supplement and reinforce the daily recitation work to the extent it is possible for them to do. Recognizing this condition, it was decided that the State Superintendent of Public Education should prepare a list of fifty books, suitable for home and supplementary reading, and that the first purchase of library books shall include all of the fifty selections or as many of them as may not already be in the library. It is the judgment of the county superintendents that these books should be purchased at the very outset of the library enterprise, and teachers and trustees of all schools where library books are to be bought will please regard this action of the county superintendents. The books named in this list are well adapted to help the pupils to learn to read quickly and well, but also to develop a taste for good reading, and in the quickest possible time lead them into rich fields of choice literary material. The reading, outside of regular text-book work, in the primary grades more especially, should be responsive to the desire for information which was started in the class by the fragmentary bits of knowledge there gained. The brief recitation period can scarcely do more than create a hunger, and the library books should be so selected that the pupils, thus made hungry by judicious teaching in the class, may find satisfying food in the library whose books have been selected for the purpose of supplementing the definite work of school instruction.

The teacher must necessarily be familiar with the contents of each library book to the end that proper direction may be given the pupils in their homes and supplementary reading.

1. "Work That Is Play" (Prim.), based on Aesop's Fables, Gardner. A. Flanagan & Co. 30 cents.
2. Ten Boys (Int.), Jane Andrews. Ginn & Co. 50 cents.
3. Horace Mann Primer (Prim.), Hervey & Hix. Longmans, Green & Co. 25 cents.
4. Stories of Colonial Children (Prim.), Pratt. Ed. Publishing Co. 40 cents.

5. Autobiography of Franklin (Int.), Ed. by Montgomery. Ginn & Co. 40 cents.

6. Folk Lore Stories and Proverbs (Prim.), Wiltse. Ginn & Co. 30 cents.

7. Nature Stories (Prim.), animals, tame and wild, Davis. Ed. Publishing Co. 40 cents.

8. Geography Primer (Prim.), Maryland Edition, Cornman and Gerson. Hinds, Noble & Eldredge. 50 cents.

9. Washington and His Country (Int.), Fiske. Ginn & Co. 60 cents.

10. Wander Book for Boys and Girls (Prim.), Hawthorne. Ed. Publishing Co. 40 cents.

11. Nature's By-Ways (Prim.), Ford. Silver, Burdett & Co. 36 cents.

12. Natural Reader Primer (Prim.), Ball. Ginn & Co. 25 cents.

13. Fifty Famous Stories Retold (Prim.), Baldwin. American Book Co. 35 cents.

14. History Primer (Prim.), Gerson. Hinds, Noble & Eldredge. 50 cents.

15. Heroes of Myth (Prim.), Price and Gilbert. Silver, Burdett & Co. 50 cents.

16. Alice in Wonderland (Prim.), Carroll. The Macmillan Co. 60 cents.

17. Tales and Customs of the Ancient Hebrews (Prim.), Herbst. A. Flanagan & Co. 35 cents.

18. Robinson Crusoe (Prim.), Godolphin. Ed. Publishing Co. 40 cents.

19. Nature in Verse (Prim.), Lovejoy. Silver, Burdett & Co. 60 cents.

20. Stories Mother Nature Told Her Children (Int.), Andrews. Ginn & Co. 50 cents.

21. Great Americans for Little Americans (Prim.), Eggleston. American Book Co. 40 cents.

22. Story of Hiawatha (Prim.), Norris. Ed. Publishing Co. 30 cents.

23. American History Stories, Vols. I and II (Int.), Pratt. Ed. Publishing Co. 36 cents each.

24. The Jungle Book (Int.), Kipling. Century Co. $1.50.

25. A Child's History of England (Int.), Dickens. H. Altemus Co. 50 cents.

26. Kingsley's Water Babies (Int.), abridged by Stickney. Ginn & Co. 35 cents.

27 and 28. Seaside and Wayside, I and II (Prim.), Wright. D. C. Heath. 25 cents and 35 cents.

29 and 30. Seaside and Wayside, III and IV (Int.), Wright. D. C. Heath. 40 cents and 50 cents.

31. Four Great Americans: Washington, Franklin, Webster, Lincoln (Int.), Baldwin. American Book Co. 50 cents.

32. Hans Anderson's Fairy Tales (Int.), Ed. by Stickney. Ginn & Co. 40 cents.

33. Leaves From Nature's Story Book, Vol. I (Prim.), Kelly. Ed. Publishing Co. 40 cents; Leaves From Nature's Story Book, Vol. II (Prim.), Kelly. Ed. Publishing Co. 40 cents.

34. Stories of Plant Life (Prim.), Bass. D. C. Heath & Co. 25 cents.

35. Fifty Famous Stories Retold (Prim.), Baldwin. American Book Co. 35 cents.

36. Twilight Stories (Prim.), Foulke. Silver, Burdette & Co. 36 cents.

37. Outdoor Secrets (Int.), Boyle. A. Flanagan & Co. 35 cents.

38. Sea Stories for Wonder Eyes (Int.), Hardy. Ginn & Co. 40 cents.

39. Black Beauty (Int.), Sewell. A. Flanagan & Co. 30 cents.

40. Once Upon A Time Stories (Prim.), Hix. Longmans, Green & Co. 25 cents.

## BOOKS FOR TEACHERS' LIBRARY.

(From Public School Library List, 1907.)

ARNOLD. Waymarks for Teachers. Silver. $1.25.

BAGLEY, WM. CHANDLER. The Educative Process. Macmillan. $1.25.

——— Classroom Management. Macmillan. $1.25.

BALDWIN, JOSEPH. Elementary Psychology and Education. Appleton. $1.50.

——— Psychology Applied to the Art of Teaching. Appleton. $1.50.

——— School Management and School Methods. Appleton. $1.50.

BOONE, RICHARD G. Education in the United States. Appleton. $1.50.

BRADBY, H. C. Rugby School. Macmillan. $1.50.

BRYAN. The Basis of Practical Teaching. Silver.

BUTLER, NICHOLAS M. The Meaning of Education. Macmillan. $1.00.

COMPAYRE, GABRIEL. Intellectual and Moral Development of the Child. Appleton. $1.50.

CHUBB, PERCIVAL. The Study and Teaching of English. Macmillan. $1.00.

CLOW. Economics as a School Study. Macmillan.

COIT, STANTON. Ethics for Teachers. Macmillan. $1.00.

COMMITTEE OF SEVEN. The Study of History in Schools. Macmillan. 50c.

CRONSON, BERNARD. Methods in Elementary School Studies. Macmillan. $1.25.

DAVIDSON, THOMAS. The Education of the Greek People. Appleton. $1.50.

DE GARMO, CHARLES. Interest and Education. Macmillan. $1.00.

——— Principles of Secondary Education. Macmillan. $1.25.

DEXTER, EDWIN GRANT. History of Education in the United States. Macmillan. $2.00.

DEWEY, JOHN. School and Society. University Press.

DE GUIMPS, ROGER. Life and Works of Pestalozzi. Appleton. $1.50.

DUTTON, S. T. Social Phases of Education. Macmillan. $1.25.

ECKOFF, WM. J. Herbart's A B C of Sense-Perception. Appleton. $1.50.

FINDLAY, J. J. Principles of Class Teaching. Macmillan. $1.25.

FOUILLEE, ALFRED. Education from a National Standpoint. Appleton. $1.50.

Froebel, Friedrich. Education of Man. Appleton. $1.50.
——— Pedagogics of the Kindergarten. Appleton. $1.50.
——— Educational Laws. Appleton. $1.50.
——— Education by Development. Appleton. $1.50.
Harris, William T. Psychologic Foundations of Education. Appleton. $1.50.
Halleck, R. P. The Education of the Central Nervous System. Macmillan. $1.00.
Hamilton, Samuel. The Recitation. Lippincott.
Hanus, P. H. Educational Aims and Values. Macmillan. $1.00.
Herbart, J. F. Outlines of Educational Doctrine. Macmillan. $1.25.
——— A Text Book in Psychology. Appleton. $1.00.
Hinsdale, B. A. How to Study and Teach History. Appleton. $1.50.
Horne, Herman H. Psychological Principles of Education. Macmillan $1.75.
Huey. Psychology and Pedagogy of Reading. Macmillan.
——— Philosophy of Education. Macmillan. $1.50.
Klemm, L. R. European Schools. Appleton. $2.00.
——— Higher Education of Women in Europe. Translation. Appleton. $1.00.
Locke, John. Thoughts on Education. Macmillan. $1.00.
Luckey. The Professional Training of Secondary Teachers in the United States. Macmillan.
McMurray, C. A. and F. M. The Method of the Recitation. Macmillan 90c.
McMurry, Charles A. Special Method in the Reading of English Classics. Macmillan. 75c.
——— Elements of General Methods. Macmillan. 90c.
——— Special Method in Primary Reading and Oral Work. Macmillan. 60c.
——— Special Method in Geography. Macmillan. 70c.
——— Special Method in History. Macmillan. 75c.
——— Special Method in Elementary Science. Macmillan. 75c.
——— Special Method in Arithmetic. Macmillan. 70c.
——— Special Method in Language in the Eight Grades. Macmillan. 70c.
——— Nature Study Lessons for Primary Studies. Macmillan.
——— Type Studies from United States Geography. Macmillan. 50c.
Monroe, Paul. A Text Book in the History of Education. Macmillan. $1.90.
McLellan and Dewey. The Psychology of Number. Appleton. Appleton. $1.50.
Montaigne. The Education of Children. Appleton. $1.00.
Morrison, Gilbert B. The Ventilation and Warming of School Buildings. Appleton. $1.00.
Oppenheim, Nathan. Mental Growth and Control. Macmillan. $1.00.
O'Shea, M. V. Dynamic Factors in Education. Macmillan. $1.25.

Painter, F. V. N. A History of Education. Appleton. $1.20.
Payne. Public Elementary School Curricula. Silver. $1.00.
Payne, W. H. Rousseau's Emile; or, Treatise on Education. Appleton. $1.50.
Putnam. Manual of Pedagogics. Silver. $1.50.
Pickard, J. L. School Supervision. Appleton. $1.00.
Quick, Robert H. Essays on Educational Reformers. Appleton. $1.50.
Redway, J. W. The New Basis of Geography. Macmillan. $1.00.
Rowe, S. H. The Physical Nature of the Child. Macmillan. 90c.
Shaw, E. R. School Hygiene. Macmillan. $1.00.
Saunders, Thomas E. Management and Methods. Claude J. Bell Co., Nashville, Tenn.
Seeley, Levi. History of Education. A. B. Co. $1.25.
Sheldon, Henry D. Student Life and Customs. Appleton. $1.20.
Thorndyke, Edward L. Principles of Teaching. A. G. Seiler, N. Y.
Thring, Edward. Theory and Practice of Teaching. Macmillan.
Ware, Fabian. The Educational Foundations of Trade and Industry. Appleton. $1.20.
Warner, F. Growth and Training of the Mental Faculties. Macmillan $1.00.
Welton, J. The Logical Bases of Education. Macmillan. $1.00.
Wilson, Lucy J. W. Picture Study in Elementary Schools. Macmillan. 90c.
——— Domestic Science Manual. Macmillan. 90c.
Zimmern, A. Methods of Education in the United States. Macmillan. $1.00.

## SUPPLEMENTARY LIST OF MORE RECENT PUBLICATION

Foght, Harold W. American Rural School. Macmillan, $1.25.
Fleshman, Arthur C. Educational Process. Lippincott. $1.25.
Murphy, D. C. Turning Points in Teaching. Flanagan. 75 cents.
McMurray, Frank M. How to Study. Houghton. $1.25.
Baily, L. H. The State and the Farmer. Macmillan. $1.00.
Briggs and Coffman. Reading in Public Schools. Row, Peterson. $1.25.
Buck, Edith C. A Guide to the Teachers' Mastery. Parrott, Waterloo, Iowa. $1.00.
Brumbaugh, Martin G. The Making of a Teacher. S. S. Times Co., Philadelphia, Pa. $1.25.
Birdseye, Clarence F. The Reorganization of our Colleges. Baker & Taylor Co. $1.75.
Brown, John F. The American High School. Macmillan. $1.25.
McKeever, Wm. A. Psychological Method in Teaching. Flanagan. $1.25.
Leonard, Mary H. Grammar and Its Reasons. Barnes. $1.25.
Keith, John A. H. Elementary Education. Scott Foresman. $1.00.
Key, Ellen. The Education of the Child. Putman. 75 cents.
Draper, Andrew S. American Education. Houghton. $1.60.

GRAVES, FRANK P. History of Education before the Middle Ages. Macmillan. $1.25.
GILBERT, CHAS. B. The School and Its Life. Silver. $1.00.
GILLETTE, JOHN M. Vocational Education. A. B. Co. $1.00.
ADAMS, JOHN. Exposition and Illustration in Teaching. Macmillan. $1.00.
CHAMBERLAIN, ARTHUR H. Standards in Education. A. B. Co. $1.25.
SEELEY, LEVI. Elementary Pedagogy. Hinds & Noble. $1.25.
School Management. Hinds & Noble. $1.25.
SOGARD, JOHN. Public School Relationship. Hinds. $1.25.
ELIOT, CHAS. W. Educational Reform. Century. $1.50.
EARHART, LIDA B. Teaching Children to Study. Houghton. 75 cents.
HALL, G. STANLEY. Aspect of Child Life and Education. Ginn. $1.50.
Youth, Its Education, Regimen and Hygiene. Appleton. $1.50.
HUGHES, EDWIN H. The Teaching of Citizenship. Wilde. $1.00.
TAYLOR, JOS. S. Class Management. Barnes. 75 cents.

# MANUAL TRAINING DEPARTMENTS

| No. | County. | Name of School of Which Manual Training Is a Department. | Name of Instructors. | No. Students Central Dept. | Schools to Which Work has Been Extended and Number of Students Taught. |
|---|---|---|---|---|---|
| 1 | Allegany | Allegany Co. H. S. | Marion E. Bailey.<br>Clara Klinefelter. | 235 | All graded schools—4,373. |
| 2 | AnneArundel | Annapolis H. S. | A. G. Lambert.<br>W. A. Crisp. | 201 | Brooklyn—85 Curtis Bay—70. |
| 3 | Baltimore | Sparrows Point H. S. | D. Fred. Shamberger.<br>H. B. Hoshall.<br>J. P. Shamberger. | 160 | All H. S. and large Elementary Schools—1,250 ap. |
| 4 | Caroline | Caroline H. S. | Alina T. Buswell | 83 | |
| 5 | Carroll | Westminster H. S. | Everett A. Hidey. | 89 | |
| 6 | Cecil | Cecil County H. S. | Carroll Edgar.<br>Reynor Garey. | 163 | North East—100. |
| 7 | Charles | McDonogh Institute. | A. M. Isanogle. | 35 | |
| 8 | Dorchester | Cambridge H. S. | Albert L. Farver. | 89 | |
| 9 | Frederick | Frederick Male H. S. | Spencer C. Stull. | 75 | Brunswick—44. |
| 10 | Garrett | Oakland H. S. | H. A. Lordaditch. | 160 | Grantsville—84. Friendsville—30. |
| 11 | Harford | Havre de Grace H. S. | Ralph W. Strawbridge. | 136 | Aberdeen—56. |
| 12 | Howard | Ellicott City H. S. | Brooke Maxwell. | 95 | Savage—60. |
| 13 | Kent | Chestertown H. S. | Owen C. Blades.<br>F. A. Greenhawk. | 190 | Millington—71; Rock Hall—149; Piney Neck—50. |
| 14 | Montgomery | Rockville H. S. | Wilson S. Ward. | 350 | Gaithersburg—175; Kensington—210. |
| 15 | Prince George | Laurel H. S. | Lee E. Gilbert. | 54 | Surrattsville—25. |
| 16 | Queen Anne | Centreville H. S. | John T. Bruehl. | 88 | |
| 17 | Somerset | Crisfield H. S. | H. A. Lawson. | 69 | Princess Anne. |
| 18 | Talbot | Easton H. S. | Wm. L. Hull. | 87 | |
| 19 | Washington | Washington Co. Male H. S. | H. M. Lippy. | 181 | |
| 20 | Wicomico | Wicomico Co. H. S. | Helen A. Porter.<br>Stella W. Dorman. | 165 | Riverton—60; Sharptown—179; Delmar—263. |
| 21 | Worcester | Snow Hill H. S. | L. J. Kelley.<br>Katherine Pilchard. | 62 | Berlin—46; Pocomoke—99; Stockton—21. |

# COLORED INDUSTRIAL DEPARTMENTS

| No. | County. | Name of School of Which Manual Training Is a Department. | Name of Institutions. | No. Students Central Dept. | Schools to Which Work Has Been Extended and Number of Students Taught. |
|---|---|---|---|---|---|
| 1 | Allegany | Cumberland C. S. | J. W. Onion. | 30 | |
| 2 | Anne Arundel | Stanton C. S. | Emma Dorcette.<br>Elizabeth Snowden. | 200 | |
| 3 | Baltimore | Catonsville C. S. | Bertha Boyle. | 165 | Sparrows Point C. S.—35. |
| 4 | Caroline | Denton C. S. | Annie W. Way. | 40 | |
| 5 | Cecil | Elkton C. S. | Charlotte E. Slowe. | 93 | |
| 6 | Frederick | Frederick C. S. | Wm. O. Wilson.<br>Louise Thomas. | 85 | |
| 7 | Montgomery | Sandy Spring C. S. | Geo. R. Bell.<br>Ethel Carter.<br>Perry Budd. | 200 | |
| 8 | Talbot | Easton C. S. | Nellie E. J. Turner.<br>Annie M. Shreeves. | 89 | |
| 9 | Washington | Hagerstown C. S. | Benj. Smith.<br>Beatrice Carroll. | 189 | |
| 10 | Wicomico | Salisbury C. S. | P. E. Gordy.<br>Arie C. Plummer. | 282 | |

# APPROVED HIGH SCHOOL

| No. | County. | Name and Location of School. | Name of Principal. | Salary of Principal. | *Number of Teachers. | Salary of Assistants. | Number of Pupils Enrolled. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Male. | Female. | Total. |
| 1 | Allegany | Allegany Co. (Cumberland) | Howard C. Hill | $1,250 | 7 | $550—$800 | 94 | 141 | 235 |
| 2 | Allegany | Central (Lonaconing) | Arthur F. Smith | 1,150 | 3 | 450— 500 | 30 | 61 | 91 |
| 3 | Allegany | Beall (Frostburg) | Olin R. Rice | 1,150 | 3 | 450— 500 | 35 | 86 | 121 |
| 4 | Allegany | Westernport (Westernport) | O. H. Bruce | 1,150 | 3 | 475— 550 | 15 | 31 | 46 |
| 5 | Anne Arundel | Annapolis (Annapolis) | George B. Pfeiffer | 1,100 | 4 | 600— 700 | 57 | 85 | 142 |
| 6 | Baltimore | Catonsville (Catonsville) | E. G. Comegys | 1,250 | 4 | 500— 750 | 38 | 56 | 94 |
| 7 | Baltimore | Franklin (Reisterstown) | H. H. Murphy | 1,250 | 5 | 600— 750 | 78 | 72 | 150 |
| 8 | Baltimore | Towson (Towson) | Arthur C. Crommer | 1,250 | 4 | 600— 750 | 63 | 65 | 128 |
| 9 | Caroline | Caroline Co. (Denton) | Ernest T. McNutt | 1,000 | 4 | 450— 600 | 32 | 51 | 83 |
| 10 | Caroline | Federalsburg (Federalsburg) | William J. Boyer | 750 | 2 | — 450 | 16 | 32 | 48 |
| 11 | Carroll | Westminster (Westminster) | George F. Morelock | 900 | 4 | 450— 600 | 32 | 57 | 89 |
| 12 | Cecil | Cecil Co. (Elkton) | Edward B. Fockler | 1,200 | 5 | 400— 500 | 51 | 80 | 131 |
| 13 | Cecil | North East (North East) | Stanley Evans | 1,000 | 2 | — 400 | 12 | 30 | 42 |
| 14 | Cecil | Chesapeake City (Chesapeake City) | Hugh W. Caldwell | 1,100 | 2 | — 500 | 18 | 29 | 47 |
| 15 | Cecil | George Biddle (Cecilton) | Lelia N. McCoy | 600 | 2 | — 600 | 7 | 24 | 31 |
| 16 | Dorchester | Cambridge (Cambridge) | D'Arcy C. Barnett | 1,000 | 5 | 500— 600 | 33 | 63 | 96 |
| 17 | Frederick | Boys' High School (Frederick) | Amon Burgee | 1,000 | 3 | 500— 750 | 89 | — | 89 |
| 18 | Frederick | Girls' High School (Frederick) | Chas. H. Remsburg | 1,000 | 3 | — 600 | — | 82 | 82 |
| 19 | Frederick | Middletown (Middletown) | R. E. Kieeny | 800 | 2 | — 550 | 22 | 24 | 46 |
| 20 | Frederick | Brunswick (Brunswick) | Oscar M. Fogle | 1,000 | 3 | 440— 450 | 17 | 34 | 51 |
| 21 | Garrett | Oakland (Oakland) | U. G. Palmer | 1,000 | 2 | — 450 | 44 | 45 | 89 |
| 22 | Harford | Belair (Belair) | H. P. Porter | 1,200 | 3 | 450— 800 | 21 | 36 | 57 |
| 23 | Harford | Havre de Grace (Havre de Grace) | J. Herbert Owens | 1,200 | 3 | 500— 900 | 37 | 57 | 94 |

*Special teachers not included.

# APPROVED HIGH SCHOOL—(Concluded)

| No. | County. | Name and Location of School. | Name of Principal. | Salary of Principal. | *Number of Teachers. | Salary of Assistants. | Number of Pupils Enrolled. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Male. | Female. | Total. |
| 24 | Howard ..... | Ellicott City (Ellicott City)..... | Minnie Murphy.... | 750 | 3 | 500— 600 | 26 | 25 | 51 |
| 25 | Kent ..... | Chestertown (Chestertown)..... | Jefferson L. Smith.. | 1,100 | 3 | 450— 550 | 30 | 26 | 56 |
| 26 | Kent ..... | Rock Hall (Rock Hall)..... | Walter H. Davis... | 900 | 3 | 450— 550 | 9 | 16 | 25 |
| 27 | Montgomery ... | Montgomery Co. (Rockville)..... | R. J. Whiteford.... | 1,100 | 3 | 500— 700 | 31 | 52 | 83 |
| 28 | Montgomery ... | Sherwood (Sandy Spring)..... | Charles G. Myers... | 800 | 2 | — 700 | 18 | 22 | 40 |
| 29 | Prince George's. | Laurel (Laurel)..... | Roger I. Manning.. | 1,065 | 4 | 400— 700 | 32 | 68 | 100 |
| 30 | Prince George's. | Surrattsville (Clinton)..... | Eug. S. Burroughs.. | 800 | 2 | — 500 | 14 | 31 | 45 |
| 31 | Queen Anne's.. | Centreville (Centreville)..... | James B. Noble.... | 1,050 | 3 | 525— 550 | 31 | 61 | 92 |
| 32 | Somerset ..... | Washington (Princess Anne)..... | Howard T. Ruhl.... | 810 | 2 | — 525 | 13 | 20 | 33 |
| 33 | Somerset ..... | Crisfield (Crisfield)..... | Fred E. Gardner... | 810 | 2 | — 525 | 28 | 64 | 92 |
| 34 | Talbot ..... | Easton (Easton..... | Sydney S. Handy... | 1,100 | 5 | 420— 520 | 55 | 76 | 131 |
| 35 | Talbot ..... | Oxford (Oxford)..... | Nellie R. Stevens... | 700 | 2 | — 475 | 14 | 21 | 35 |
| 36 | Talbot ..... | St. Michael's (St. Michael's)..... | Henry E. Adams... | 875 | 2 | — 550 | 15 | 25 | 40 |
| 37 | Talbot ..... | Trappe (Trappe)..... | W. Neal Grubb..... | 700 | 2 | — 400 | 7 | 16 | 23 |
| 38 | Washington ... | Washington Co. Male (Hagerstown..... | C. Edwin Carl..... | 1,150 | 4 | 500—1000 | 128 | — | 128 |
| 39 | Washington ... | Washington Co. Female (Hagerstown..... | John B. Houser..... | 1,050 | 4 | 500— 756 | — | 140 | 140 |
| 40 | Wicomico ..... | Salisbury (Salisbury)..... | C. H. Dye..... | 1,100 | 4 | 630— 730 | 43 | 81 | 124 |
| 41 | Wicomico ..... | Sharptown (Sharptown)..... | J. H. White..... | 765 | 2 | 350— 400 | 12 | 18 | 30 |
| 42 | Worcester ..... | Snow Hill (Snow Hill)..... | A. C. Humphreys... | 900 | 3 | 324— 396 | 28 | 45 | 73 |
| 43 | Worcester ..... | Buckingham (Berlin)..... | Nettie B. Carey.... | 720 | 2 | — 396 | 12 | 34 | 46 |
| 44 | Worcester ..... | Pocomoke City (Pocomoke City).. | E. Clark Fontaine.. | 900 | 3 | 324— 400 | 34 | 65 | 99 |
| 45 | Worcester ..... | Stockton (Stockton)..... | John S. Hill..... | 750 | 2 | — 324 | 6 | 15 | 21 |

*Special teachers not included.

NOTE—Applications for the approval of the following high schools were pending when this list went to press: Barton, Sparrows Point, Baltimore County Agricultural, Calvert Agricultural, Highland, Jarrettsville, Gaithersburg, and Marlboro.

# TEACHERS' LIFE CERTIFICATES

At a meeting of the State Board of Education, held March 17, 1909, the following By-Law governing the granting of life certificates was adopted:

"Teachers who have taught seven years, five of which shall have been spent in the public schools of Maryland, and hold a first class certificate, may apply to the State Board of Education for a Life Certificate. They must file with their application the unanimous recommendation of the board of school commissioners and the county superintendent of the county where they have last taught. The county superintendent must forward to the State Board, if required, the examination papers of the last examination taken by the applicant for a teacher's certificate. If the State Board favorably considers the application, they shall name two county superintendents, who, with the State Superintendent, shall prepare an examination, unless waived by the State Board of Education, the result of which shall be reported to the State Board at its next meeting. Applications for Life Certificates shall be considered only at the February meeting of the Board, and examinations will be held only once in each year. Those obtaining Life Certificates shall be accepted by all county superintendents without further examination as teachers of the grade named in the certificate; provided, that the certificate thus issued shall be acepted as first class for a period of five years from the date of its issue, after which it shall be subject to classification by the county superintendent."

In case an examination is required, it will be held at the State Department of Education, Annapolis, under the direction of the State Superintendent of Public Education, beginning on the last Thursday of August, and continuing three days.

The examinations will be for the purpose of testing the applicant's attainments in the subjects rather than knowledge of particular books. Satisfactory preparation in the various subjects can be made from any standard text-books of recent date, but to indicate the standards and offer a suggestive guide the following list of books is subjoined:

PEDAGOGY:

History of Education. Kemp, Seeley or Painter (revised edition).
Talks to Teachers on Psychology. James.
Classroom Management. Bagley.
Principles of Teaching. Thorndyke.

HISTORY:

American History, a secondary text. Adams and Trent. Hart's Essentials, Channing's or Montgomery's Student's, or Larned.

General History. Myers' Ancient, and Myers' Medieval and Modern (revised editions).

ENGLISH:

Grammar. Buehler, Hyde, Maxwell, or Mother Tongue.

Composition and Rhetoric. Herrick and Damon.

History of English Literature. Simonds, Newcomer, or Moody and Lovett.

History of American Literature. Trent, Matthews, or Newcomer.

SCIENCE:

Physics. Millikan and Gale, or Hoadley.

Geography. Tarr and McMurry, Dodge, or Frye.

Nature Study and Life. Hodge.

MATHEMATICS:

Arithmetic. Smith or Milne.

Algebra. Wentworth, Milne, or Wells.

Geometry. Plane, Wentworth, or Milne.

LATIN GRAMMAR:

Allan and Greenough.

The examination in these subjects will be taken up in order, as many as possible being taken each day.

There are two classes of life certificates—first and second grade. Teachers who hold first class, second grade certificates, and who meet all the requirements of the law, may apply for a second grade life certificate.

# CONSTITUTION AND BY-LAWS

## MARYLAND STATE TEACHERS' ASSOCIATION.
## ADOPTED JULY 1, 1910.

## CONSTITUTION.

### ARTICLE I.—NAME.

SECTION 1. This organization shall be designated and known as The Maryland State Teachers' Association.

### ARTICLE II.—MEMBERSHIP.

SECTION 1. All persons actively engaged in educational work in this State are eligible to active membership herein. Any such person may become an active member of this Association by paying the annual dues of fifty cents and signifying assent to this Constitution, and may continue his membership from year to year by the payment of the annual dues aforesaid.

SEC. 2. All friends of education in this State, upon payment of the annual dues, may become associate members, with all privileges of the Association, except the right to hold office and vote in the election of officers.

SEC. 3. Other distinguished educators, and friends of education, on being proposed by the Executive Committee, may be elected honorary members of this Association.

### ARTICLE III.—OFFICERS.

SECTION 1. The officers of this Association shall be a President, two Vice-Presidents, a Secretary, a Treasurer, and an Executive Committee, consisting of the President as chairman, the first Vice-President *ex-officio*, and three other members, elected by the Association, provided that on the adoption of this Constitution, one member shall be elected for the year; one for two years, and one for three years. Thereafter, as vacancies occur, the members of said Committee shall be elected for terms of three years. All officers, except the elective members of the Executive Committee, shall hold office for one year and until their successors are duly qualified.

SEC. 2. The President of this Association shall preside at all sessions of the Association and of the Executive Committee; cause this Constitution to be enforced according to the several provisions thereof; appoint members of the standing committees as herein provided and all special committees unless otherwise determined upon by resolution; prepare, with

the advice and assistance of the Executive Committee, a programme for the annual meetings and arrange for section meetings; sign proper orders drawn upon the Treasurer for funds in payment of lawful claims when approved by the Executive Committee, and perform all other necessary duties, incident to the office of the President.

SEC. 3. The Secretary shall keep a record of the membership of the Association and of the proceedings of the Association and of the Executive Committee. He shall provide for the printing and distribution of the completed programme, secure special transportation terms for the annual meeting, have charge of the compiling of the proceedings of the annual meeting, and send a copy of same to the office of the Superintendent of Public Instruction within thirty days after said session, disseminate information regarding the work of the Association and of the Executive Committee, keep a record of all claims and of orders drawn on the Treasurer, and carry on such a correspondence as may seem to him or to the Executive Committee desirable. It shall be the further duty of the Secretary to collect all membership fees, and pay same over to the Treasurer at the end of each month, or at such other time as the Executive Committee may direct. He shall have authority to appoint annually an enrolling committee, whose duty it shall be to assist the Secretary in the enrollment of members and such other work as he may direct.

SEC. 4. The Treasurer shall receive and keep an accurate account of all funds belonging to the Association, and pay all orders signed by the President and approved by the Executive Committee. He shall present, at each annuall meeting, a written report of the finances, with vouchers for all expenditures and other documents pertaining to his office, and immediately upon the expiration of his term of office shall turn over to his successor all funds, books, and other papers belonging to the Association.

SEC. 5. The Executive Committee shall have power to fill all vacancies occurring in the offices of the Association, between its annual sessions; officers so chosen shall serve until the next annual session and until their successors are duly qualified; said Committee shall have in charge the general interests of the Association; shall make all necessary arrangements for its meetings, and shall carry into effect all orders and resolutions of the Association not otherwise provided for. It shall call for a report from each standing committee annually, same to be presented to the President on or before the first day of the annual meeting.

## ARTICLE IV.—COMMITTEES AND DEPARTMENTS.

SECTION 1. The President on the second day of each annual session shall appoint and announce the membership of the following standing committees, and designate the chairman of each:

A committee of five on legislation.

A committee of three on educational progress.

A committee of three on auditing accounts.

A committee of three on resolutions.

A committee of nine to serve as a Board of Managers of the State Teachers' Reading Circle, three only of whom are to be appointed annually and to serve for three years.

SEC. 2. Upon the written request of five or more members of the Association that a special committee be appointed to take into consideration some particular educational subject, or upon the order of the Association to that intent, the President shall appoint such special committee. Each committee so appointed shall present at the annual meeting a written report, either preliminary or complete, and in suitable form for filing or publication.

SEC. 3. There shall be organized upon the adoption of this Constitution, as adjuncts to this Association and subordinate thereto, three departments, namely:

1. The Department of Primary Education.
2. The Department of Rural Education.
3. The Department of Secondary Education.

The Association may on resolution provide at any time such other departments as may seem advisable. Each department shall elect its own officers and sub-divide its work in whatever way may be deemed practicable. Each department shall hold at least one meeting during each annual session of this Association and such other meetings as may be thought necessary. The Secretary of each department shall within ten days after the stated meeting of his department forward to the Secretary of this Association a summary of the proceedings of his department during the preceding year.

## ARTICLE V.—MEETINGS.

SECTION 1. The Association shall hold annual meetings at such time and place as may be determined by the Executive Committee, or by vote of the Association, and other meetings at the call of a majority of the officers of the Association.

## ARTICLE VI.—ELECTION OF OFFICERS.

SEC. 1. The officers of the Association shall be elected at the last day's session of the annual meeting in the following manner: The President shall appoint two tellers to collect and count the ballots. Nominations may be made and the vote shall then be taken. The person receiving the majority of the votes cast shall be declared elected. The Association may, however, by a *viva voce* vote record its ballot for any candidate.

SEC. 2. The President shall be chosen alternately from the teachers, and from the superintendents and commissioners, and upon the expiration of his term shall become the first vice-president of this Association and *ex-officio* a member of the Executive Committee as provided by Article III, Section 1 of this Constitution.

SEC. 3. All officers elected as above provided shall enter upon the duties of their respective positions immediately upon the close of the annual meeting at which they were elected.

ARTICLE VII.—BY-LAWS.

SECTION 1. By-Laws not inconsistent with Constitution may be adopted by a two-thirds vote of the members present at an annual meeting and any By-Law may be suspended by a two-thirds vote of the members present.

ARTICLE VIII.—AMENDMENTS.

SECTION 1. This Constitution may be altered or amended with the consent of two-thirds of the members present at the annual meeting, but not without a formal notice of the proposed amendment presented in writing at least one day previous to action thereon.

BY-LAWS.

ARTICLE I.—ANNUAL DUES.

The annual dues of this Association shall be fifty cents.

ARTICLE II.—PRESIDENT'S ADDRESS.

The President shall deliver an address on the first day of the annual meeting.

ARTICLE III.—ADJOURNMENT.

When the business of the annual meeting shall have been completed, the President shall introduce the President-elect to the Association, and he shall declare the meeting adjourned *sine die*.

# SUMMARY OF SCHOOL LEGISLATION

## SESSION OF 1910

### I. THE STATE SCHOOL TAX.

The State tax rate for schools has been fixed at 16⅔ cents on each $100 of assessed property. It is conservatively estimated that this, with the tax on incorporated institutions and Baltimore city stock, will produce $1,500,000, with a normal increase in taxable basis. Out of this is to be paid the usual appropriation for text-books; the cost of maintaining the normal schools; the expenses of the State Department; $25,000 for retired teachers; $34,069.36 to the Free School Fund; and the State aid to "Approved High Schools." The last three items named have not previously been paid out of the State school tax, but since the tax will produce about $150,000 more than the schools received last year, the quarterly distribution should remain about the same this year as last. With a reassessment throughout the State, there will be a very substantial increase next year.

### II. GRADE SUPERVISORS.

Each county school board may, in its discretion, appoint a grade supervisor. If the number of teachers in a county exceeds one hundred and fifty, an additional supervisor may be appointed; and one additional supervisor for every additional one hundred teachers. These supervisors must have had at least five years' experience as teachers of the elementary grades, and such other qualifications as the State Board of Education may prescribe.

### III. HIGH SCHOOLS.

The board of school commissioners of any county may establish high schools subject to the approval of the State Board of Education. High schools receiving State aid shall be divided into two groups to be known as First Group and Second Group schools—the group to be determined by the number of pupils enrolled, teachers employed, and years of instruction given.

High schools of the first group shall fulfill the following minimum requirements: (a) employ not less than four teachers for the regular high school work, exclusive of instructors of special subjects named under (e); (c) four years course of instruction of not less than thirty-six weeks in each year, same to conform to the standard required by the State Board of Education; (d) the annual salary of the principal to be not less than $1,200, and the salary of each assistant teacher

regularly employed to be not less than $500 per annum; (e) provision to be made for manual training and domestic science courses, and also a commercial or agricultural course, as may be determined by the board of county school commissioners.

High schools of the second group shall fulfill the following minimum requirements: (a) an enrollment of not less than thirty-five pupils; (b) employ not less than two teachers for the regular high school work, exclusively of instructors of special subjects named under (e); (c) a three years' course of instruction of not less than thirty-six weeks in each year, same to conform to the standard required by the State Board of Education; (d) the annual salary of the principal to be not less than $1,000, and that of each assistant to be not less than $500; (e) provision to be made for a manual training, or an agricultural or a commercial course, as may be determined by the board of county school commissioners. The course of instruction in schools of the second group may be extended to four years by the board of county school commissioners, by the employment of such additional teacher or teachers as may be required by the State Board of Education, provided that the salary of such additional teacher or teachers shall be paid wholly by the said board of county school commissioners; and in those schools of the second group, where the course of instruction has been so extended to a four-year course, the graduates shall receive the same recognition as graduates of schools of the first group. No promotions of high school pupils from one grade to another, or graduation, shall be made without the approval of the principal and the county superintendent.

State aid is based on the cost of instruction and for first group schools is as follows: The sum of $600 on account of the principal, and the sum of $300 on account of each of the first three assistants employed for regular high school work; the sum of $400 on account of each of two special teachers, who shall spend not less than two-fifths of their time in the school receiving said amounts; and the sum of $100 on account of each additional regular grade teacher, provided the total amount does not exceed the sum of $2,500.

For second group schools: The sum of $600 on account of the principal; the sum of $400 on account of one assistant teacher employed for regular grade work; and the sum of $400 on account of the instructor of special subjects to be designated by the county school board; provided, that if an instructor in manual training or agricultural work be required to divide his or her time among not more than four schools of this group, $150 shall be allowed on account of each of such schools; provided also, that the amount to be received by each of the four high schools of Baltimore city shall be equal to the maximum amount received on account of any high school in the counties of the State; provided, further, that the board of county school commissioners of each county shall submit annually to the county commissioners of their respective

counties, at least thirty days prior to the date for making the usual county levy for school purposes, a list of all high schools of the county, including those not entitled to State aid, as well as those classified in this article, and an itemized statement of the estimated cost of maintaining same, and the said boards of county commissioners shall make a separate levy for high schools, publishing same once a week for three successive weeks prior to date of making said levy, in one or more county papers.

When instruction below that of the high school grades is given in the same building, or on the same premises, such grade work may also be under the direct control of the board of county school commissioners, and the principal of the high school shall also be the principal of the elementary department.

By an amendment to the bill, high schools now on the "Approved List" and complying with all requirements except that of enrollment, cannot be excluded from the second group within two years.

All special appropriations for (white) manual training departments and also appropriations to maintain a commercial course in certain high schools have been repealed, and the high school appropriation is made in lieu thereof.

Any high school of either first or second group receiving State aid shall forfeit any special State appropriations heretofore made for such schools—except academic appropriations made prior to 1872.

### IV. MARYLAND STATE NORMAL SCHOOL.

A special appropriation of $5,500 was made from the funds of the General Treasury to aid in defraying the extra expenses recently incurred in building a new model school, the installation of a new heating plant, and general repairs to the building. A commission consisting of the Governor, Comptroller, Treasurer, State Superintendent of Schools, the Principal of the Maryland State Normal School, Senators Linthicum and Biddison, and Delegates Benson and Digges, was provided by law to consider the subject of a new site, plans for buildings, provisions for dormitories, etc., and report to the General Assembly two years hence.

While the Legislature declined to authorize a bond issue of $400,000 as provided in the bill submitted by Senator Linthicum, it seems probable that public sentiment will soon crystalize in favor of the plan and the next Legislature will provide the necessary funds to carry out the suggestions which the Commission may make.

Should the Johns Hopkins University move to Homewood and establish a teachers' college as an adjunct of the University and the new normal school be located nearby, there could be furnished an ideal and adequate plan for training teachers. Nothing would invigorate our school system more than the consummation of these plans. We should all work toward such an end.

V. COLORED INDUSTRIAL SCHOOLS.

The appropriation of fifteen hundred dollars for one colored industrial school will be divided about equally between the maintenance of one colored school, centrally located in the county, where the industrial arts are to be taught and demonstrated, and the employment of a capable supervisor for the colored schools, who shall visit such schools frequently under the direction of the county superintendent and cause instruction of an industrial character to be given in all colored schools. In any county where there are fewer than ten colored schools, only one-half of the appropriation is payable, and that part for the maintenance of one industrial school.

If the county school board will employ a graduate of some such well-known industrial school as Tuskegee or Hampton, this plan will go far toward solving the problem of negro education. A capable person can also be of great assistance to the county school officials in providing teachers for the colored schools and training them for the work they are to do.

VI. STATE COLORED NORMAL SCHOOL.

The General Assembly sanctioned the sale made by the State Board of Education of the Baltimore Colored Normal School Building, located at the corner of Saratoga and Courtland streets, Baltimore. A tract of land near Bowie, Prince George's County, has been purchased as a site for the new school plant, and it is the purpose of the State Board of Education to erect and complete, before October 1 next, the necessary buildings for the school. At a small cost pupils will be trained along the line of mechanical arts and agriculture for the work of teaching.

VII. CLASSIFICATION OF CERTIFICATES.

On or before the first day of October of each year, the county superintendent shall submit to the county school board a list of all teachers employed, together with a classification of their certificates. In determining the class of certificates, the following points are to be considered: (a) scholarship; (b) executive ability; (c) personality; and (d) teaching power. The county superintendent may add such other requirements as may be approved by the State Board of Education.

VIII. TEACHERS' SALARIES.

The schedule of salaries, as provided by the Acts of 1908, was continued in force by repeal and reenactment, there having been some question about the correctness of the title, and reads as follows:

That all white teachers regularly employed, holding a first-class teachers' certificate and having taught for a period of three years in any of the public schools of the State of Maryland, shall receive as salary not less than $350 per annum; and provided further, that if such teacher holds a first-class teachers' certificate and has taught in the public schools of Maryland for a period of five years, he or she shall receive

an annual salary of not less than $400; and provided further, that if a teacher holds a first-class teachers' certificate and has taught in the public schools of Maryland for a period of eight years, he or she shall receive as an annual salary not less than $450; and provided further, that if a teacher holds a second-class teachers' certificate and has taught in the public schools of the State of Maryland for a period of eight years, he or she shall receive as an annual salary not less than $350. The county commissioners of each county shall levy a sufficient amount to meet the increase of salaries provided for in this Act.

NOTE.—The full text of these Acts is included in a new issue of the school laws recently published.

## LOCAL LEGISLATION.

An act fixes the minimum local levy in Baltimore County at twenty-eight cents for general expenses and nine cents for buildings.

In Allegany, the rate for general expenses was fixed at thirty cents, and four cents for buildings.

In Prince George's, a minimum of twenty-five cents was fixed for all school purposes.

In Anne Arundel, the rate for general school purposes has been thirty-three cents, but an additional five cents for buildings was authorized.

Several counties, notably Montgomery and Prince George's, have arranged for bond issues for the erection of certain new school buildings.

# WASHINGTON'S BITRTHDAY ANNIVERSARY

WEDNESDAY, FEBRUARY 22, 1911.

Exercises to be held in the afternoon.

SUGGESTIVE PROGRAM.

Scripture Reading .....Principal
Song—"America" .....The School
Recitations—(a) "Washington in the Dark Days of the Revolution."
(b) "Washington," by Hayne.
Address .....Patron or Trustee
Quotations .....Primary Pupils
Song—"Columbia" .....The School
Compositions—Suggested Subjects .....Advanced Pupils
Recitation—"The Flag Goes By".....Primary Pupil
Reading—"The Value of Washington".....A Pupil
Quotations.....Advanced Pupils
Song—"Star-Spangled Banner" .....The School
Closing Remarks .....The Principal

## THE SPIRIT OF PATRIOTISM.

The spirit of patriotism should be freely cultivated in the hearts of our younger citizens, and one of the best methods of doing this, is by the celebration of the birthdays of American heroes. The historic events pertaining to the stirring times wherein our nation was born, should be familiar to every child, as well as every man and woman in this broad and beautiful land. Washington's birthday is a national holiday and should be celebrated in every school and club.

(From "Great Americans of History.")

The following three songs should be included in every patriotic program: "America," "The Star-Spangled Banner," and "Columbia."

## WASHINGTON IN THE DARK DAYS OF THE REVOLUTION.

"Looming above all, we see the grand figure of Washington, steady as a stone mountain. No danger daunts him; no disaster shakes him. The times call for patience, he has it; for resources, he finds them; for courage and fortitude, his never fail; for supreme self-sacrifice, he makes it. Beaten today, he will fight again tomorrow. Undermined by treason, discouraged by apathy, fretted by Congress and by State Governors, he locks it all in his own breast, and to the enemy presents the unruffled front. He will not hear of compromise. He will stoop to no concessions. When his nephew writes him that some British officers have been entertained at

Mount Vernon as a matter of policy, he writes a rebuke. Let them burn the house if they will; Mount Vernon shall not give shelter to the British!

"Heroic? Yes, sublimely heroic. The world has presented no finer spectacle.

"And that which is most inspiring in the glorious example is the fact that Washington's greatness was due not so much to intellect as to character. He was great because he was brave, resolute, pure, devoted, right-minded and right-hearted. From the straight line of duty he was not to be tempted, frightened, discouraged or misled, and from the oracle of fate he would not take NO for an answer. He would fight till he won or he died. Thus he rose above all rivals—not thinking of rivalry. He became not our greatest intellect, not our greatest statesman, not our greatest soldier, but our greatest man."—*Thomas E. Watson.*

## QUOTATIONS ON WASHINGTON.

A great and venerated character like that of Washington, which commands the respect of an entire population, however divided on other questions, is not an isolated fact in history, to be regarded with barren admiration—it is a dispensation of Providence for the good of mankind.—*Savage.*

The republic will live so long as it revers the memory and emulates the virtues of George Washington.—*Chauncey M. Depew.*

"Dumb for himself, unless it were to God,
But for his barefoot soldiers eloquent,
Tramping the snow to coral where they trod,
Held by his awe in hollow-eyed content;
Modest, yet firm as Nature's self; unblamed
Save by the men his nobler temper shamed;
Not honored then or now because he wooed
The popular voice, but that he still withstood;
Broad-minded, higher-souled, there is but one
Who was all this, and ours, and all men's—Washington."

—*Lowell.*

If, among all the pedestals supplied by history for public characters of extraordinary nobility and purity, I saw one higher than all the rest, and if I were required at a moment's notice to name the fittest occupant for it, I think my choice at any time during the last forty-five years would have lighted, and it would now light, upon Washington.—*Gladstone.*

"His rule of justice, order, peace,
Made possible the world's release;
Taught prince and serf that power is but a trust,
And rule, alone, which serves the ruled is just;
That Freedom generous is, but strong
In hate of fraud and selfish wrong."

—*Whittier.*

This great man fought against tyranny; he established the liberty of his country. His memory will always be dear to the French people, as it will be to all freemen of the two worlds.

—*Napoleon Bonaparte,* February 9, 1800.

"Not so Leonidas and Washington,
Whose every battle-field is holy ground,
Which breathes of nations saved, not worlds undone,
How sweetly on the ear such echoes sound!
While the mere victors may appal or stun
The servile and the vain, such names will be
A watchword till the future shall be free."

*Byron—"Don Juan," Canto VIII,* 5

He did the two greatest things which, in politics, man can have the privilege of attempting. He maintained, by peace, that independence of his country which he had acquired by war. He founded a free government in the name of the principles of order, and by re-establishing their sway.

*—M. Guizot.*

If he had paused here, history might have doubted what station to assign him; whether at the head of her citizens, or her soldiers, her heroes, or her patriots. But the last glorious act crowns his career and banishes all hesitation. Who, like Washington, after having emancipated a hemisphere, resigned its crown and preferred the retirement of domestic life to the adoration of a land he might be almost said to have created?

*—Charles Phillips.*

## WASHINGTON.

Bright natal morn! what face appears
Beyond the rolling mist of years?
A face whose loftiest traits combine
All virtues of a stainless line
Passed from great sire to son;
The face of him whose steadfast zeal
Drew harmonies of law and right
From chaos and anarchic night;
Who with a power serene as Fate's
Wrought from rude hordes of turbulent States,
The grandeur of our commonweal:
All hail! All hail! to Washington!

Freedom he wooed in such brave guise
Men gazing in her luminous eyes
Beheld all heaven reflected shine
Far down those sapphire orbs divine;
And worshipped her so chastely won;
If still she panted, fresh from strife,
And blood-stains flecked her garments' rim
They could not make its whiteness dim;
For, shed by hearts sublimely true,
Such drops are changed to sacred dew.
The chrism of patriot light and life
Baptizing first our Washington.

She wove for him a civic crown;
She made so pure his hale renown,
All glories of the antique days,
Waned in the clear, immaculate blaze
Poured from his nature's noontide sun;
No slave of folly's catchword school,
His instincts proud of blood and race
She tempered with sweet human grace,
Till his road being's rounded flow
Sea-like embraced the high and low,
Swayed by the golden-sceptered rule,
The equal will of Washington.

Through shower and sun the seasons rolled;
November's gray and April's gold;
They only raised (more calmly grand),
His genius of supreme command,

Whose course, in blood and wrath begun,
Grew gentler as the mellowing lights
Of peace made beauteous sky and sod;
His evening came, he walked with God;
And down life's gradual sun-set slope
He hearkened to the heavenly hope—
"Look up! behold the fadeless heights
Which rise to greet thee—Washington!"

—*Paul Hamilton Hayne.*

## MOUNT VERNON.

Mount Vernon was the home of Washington. It is situated on the right bank of the Potomac, seventeen miles south of the capitol. It formerly included a wide tract of eight thousand acres. The Washington mansion, with two hundred acres of land, is now owned by the Mount Vernon Ladies' Association, who purchased it about thirty years ago for $200,000; of this sum $68,494.59 was a contribution from Edward Everett, being the proceeds of his famous lecture upon "The Life and Character of Washington," and his writing for the New York Ledger. The house is a large wooden structure two stories in height, with a broad piazza extending the entire length of the house on the river side. The house was built by Lawrence Washington in 1743. He named it Mount Vernon in honor of his highly esteemed superior officer in the British navy, Admiral Vernon. After the close of the Revolutionary War General Washington added the north and south extensions, together with the piazza. The house is ninety-six feet long and thirty feet deep. It stands on a high bluff overlooking the Potomac, and its generous lawns, gardens and encircling forests present scenes of rare beauty. Here is the tomb of Washington, which is visited by thousands of people from all parts of the world. During the year 1876 forty-five thousand persons visited Mount Vernon.

### UNCLE SAM'S YOUNG ARMY.

(The following stirring words may be sung to "Battle Hymn of the Republic" by repeating after every six lines either "And we're twenty million strong" or "Marching, marching, right along.)

We are Uncle Sam's young army
  And we're twenty million strong—
All together we are marching,
  Marching, marching, right along!
Not one coward is among us,
  Every heart is staunch and true;
And although we are but children,
  Yet there's something we can do—
We can guard our country's colors,
  Raise them high with cheer and song!
For we're Uncle Sam's young army,
  And we're twenty million strong.

Well we know the splendid stories
  Of the brave deeds of the past,
And our country we have promised
  That such bravery shall last.
Loyal we will be and love her,
  True in every word and deed,
That we may be worthy of her
  When it comes our turn to lead.
Now we can but guard her colors,
  Proud that to us they belong—
For we're Uncle Sam's young army,
  And we're twenty million strong.

And although the smoke of battle
  Shadows our dear land to-day,
Still we little color bearers
  With the flag can light the way;
See, how glad are all to cheer it!
  Praises come from every mouth,
One great nation kneels to bless it,
  East and West and North and South.
All together we are marching,
  Marching, marching, right along—
For we're Uncle Sam's young army,
  And we're twenty million strong.

—*Lilla Thomas Elder, in Little Folks.*

## SUBJECTS FOR COMPOSITIONS.

Children of the White House.
The Home of the Presidents.
Chronological Events in the Life of Washington.
Washington About His Home.
President Washington's Receptions.
Mount Vernon Today.
The Hatchet Story.
Washington at School.
Washington as a Boy: Home, Parents, Home Life, Sports.
Some Social Customs of Washington's Time.
The Founder of Washington City, and Something of that City Today.
What I know of Mrs. Washington.
Lafayette, a Friend Indeed.
Washington's Career as a Soldier.

—*From North Carolina Anniversary Pamphlet.*

## WASHINGTON.

In the upright little sapling lives the mighty mountain pine,
Straighter than an Indian chieftain with its long unswerving line,
Lifting high its sturdy branches, rooted in its rocky bed,
Landmark to the valleys under, shelter for the weary head.

In the boy so true and fearless, lived our hero good and grand,
Through the days of stormy trouble, shelter to his native land;
For the umbent twig, believe me, ever grows as it began,
And the child of noble nature makes the noble-hearted man.

—*From Our Young People.*

## THE FLAG GOES BY.

Hats off!
Along the street there comes
A blare of bugle, a blare of drums,
A flash of color beneath the sky.
Hats off!
The flag is passing by.

Blue and crimson and white it shines,
Over the steel-tipped ordered lines.
Hats off!
The colors before us fly,
But more than the flag is passing by.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
And loyal hearts are beating high.
Hats off!
The flag is passing by.

—*From Youth's Companion.*

## THE VALUE OF WASHINGTON.

The value of Washington to his country transcends that of any other man to any other land. Take him from the Revolution, and all the fervor of the Sons of Liberty would seem to have been a wasted flame. Take him from the constitutional epoch, and the essential condition of union, personal confidence in a leader, would have been wanting.

Franklin, when the work of the constitutional convention was completed, said that until then he had not been sure whether the sun depicted above the President's chair was a rising or a setting sun, but now his doubt was solved. Yet it was not the symbolic figure above the chair, it was the man within it, which should have forecast the great result to that sagacious mind.

From the moment that independence was secured, no man in America saw more clearly the necessity of natural union, or defined more wisely and distinctly the reasons for it. He is the chief illustration in a popular government of a great leader who, was not also a great orator.

Perhaps that fact gave a solid force to his influence by depriving all his expressions of a rhetorical character, and preserving in them throughout a simplicity and moderation which deepened the impression of his comprehensive sagacity. He was felt as both an inspiring and a sustaining power in the preliminary movement for union, and by natural selection he was both president of the convention and the head of the government which it instituted.—*George William Curtis.*

## SONG OF PEACE.

The grass is green on Bunker Hill,
  The waters sweet in Brandywine;
The sword sleeps in the scabbard still,
  The farmer keeps his flock and vine.
    Then who would mar the scene today
    With vaunt of battle-field or fray?

The brave corn lifts its regiments
  Ten thousand sabers in the sun;
The ricks replace the battle-tents.
  The bannered tassels toss and turn,
    The mighty steel, the bugle's blast—
    These be the stories of the past.

The earth has healed her wounded breast,
  The cannons plow the fields no more;
The heroes rest! O, let them rest
  In peace along the peaceful shore!
    They fought for peace, for peace they fell;
    They sleep in peace and all is well.

—*Joaquin Miller.*

## GOD BLESS THE FLAG.

(May be used for one exercise, or for four children.)

God bless the flag! Let it float and fill
The skywith its beauty;our heart-strings thrill
To the low, sweet chant of its wind-swept bars,
And the chorous of all of its clustered stars.

Embrace it! O mothers, and heroes shall grow,
While its colors blush warm on your bosoms of snow.

Defend it, O fathers, there's no sweeter death,
Than to float its fair folds with a soldier's last breath.

And love it, O children, be true to the sires
Who wove it in pain by the old camp fires.

—*Primary Education.*

## THE TWENTY-SECOND OF FEBRUARY.

Pale is the February sky,
And brief the mid-day's sunny hours;
The wind-swept forest seems to sigh
For the sweet time of leaves and flowers.
Yet has no month a prouder day,
Not even when the summer broods
O'er meadows in their fresh array,
Or autumn tints the glowing woods.

For this chill season now again
Brings in its annual round, the morn
When the greatest of the sons of men—
Or glorious Washington, was born.
Amid the wreck of thrones shall live
Unmarred, undimmed, our hero's fame;
And years succeeding years shall give
Increase of honors to his name.

—*William Cullen Bryant.*

## WHICH GENERAL?

Sometimes mama calls me 'general"—
I wish I knew which one;
But I always try to tell the truth,
So I hope it's Washington.

But when I tell my papa that,
He laughs as loud as he can,
And says if she calls me "general,"
She must mean Sheridan.

Because whenever she wants me,
And I am out at play,
I nearly always seem to be
'Bout "twenty miles away."

—*Kate W. Hamilton.*

## A LITTLE BOY'S HATCHET STORY.

When the great and good George Washington
Was a little boy like me
He took his little hatchet
And chopped down a cherry tree.
And when his papa called him,
He then began to cry,
"I did it, O I did it,
I cannot tell a lie!"
His papa did not scold at all,
But said "You noble youth,
I'd bladly lose ten cherry trees
To have you tell the truth!"
But I, myself, am not quite clear;
For, if I took my hatchet
And chopped my papa's cherry tree
Oh, would'nt I just catch it!

—*Selected.*

# ARBOR DAY ANNIVERSARY

To be held on some day in April, 1911, to be selected by the Governor.

## SUGGESTIVE PROGRAM.

Scripture Reading .....The Principal
Song—"The Planting of the Tree".....The School
Recitation—Spring Is Coming.....Intermediate Pupil
Reading—Our Timber Supply.....A Pupil
Song—"Summer Is Coming".....The School
Address—"What Is Meant by the Conservation Movement."....A Patron
Memory Gems .....Pupils
Compositions on Suggested Subjects.....Advanced Pupils
Duet, Alto and Soprano—"Sweet and Low".....Two Pupils
Recitations .....Advanced and Primary Pupils
Arbor Day Drill.....Six Girls
Closing Song—Selected .....The School

### MEMORY GEMS FOR ARBOR DAY.

The year's at the spring,
The day's at the morn,
The morn's at seven,
The hill-side's dew-pearled,
The lark's on the wing,
The snail's on the thorn,
God's in his heaven,
All's right with the world.—*Browning.*

And Nature, the old nurse, took
The child upon her knee,
Saying: "Here is a story book
Thy Father has written for thee."
"Come wander with me" she said,
"Into regions yet untrod;
And read what is still unread
In the manuscripts of God."—*Longfellow.*

They'll come again to the apple tree—
Robin and all the rest—
When the orchard branches are fair to see,
In the snow of blossoms dressed,
And the prettiest thing in the world will be
The building of the nest.—*Mrs. M. E. Sangster.*

Sweet bird; thy bower is ever green,
Thy sky is ever clear;
Thou hast no sorrow in thy song,
No winter in thy year.—*John Logan.*

Winged lute that we call a bluebird, you blend in a silver strain
The sound of the laughing water, the platter of spring's sweet rain,
The voice of the winds, the sunshine, the fragrance of blossoming things,
Oh, you are an April poem, that God has dowered with wings.
—*E. E. Rexford.*

Crocus heard a tapping, tapping,
As of some one gently rapping,
And she raised her head to see
Who her visitor might be
Robin stood there singing, singing,
Of the joys the hours where bringing,
Crocus called to him "Good day,"
Said she hoped he'd come to stay.
Overhead a drumming, drumming,
Said that spring was surely coming,
So Crocus cried, "Come, birdies, for
You'll find me waiting by my door."—*Primary Teacher.*

If thou art worn and hard beset,
If thou wouldst read a lesson that will keep
Thy heart from fainting and thy soul from sleep,
Go to woods and hills! No tears
Dim the sweet look that Nature wears.
—*"Sunrise on the Hill."—Longfellow.*

The rose is fairest when 'tis budding new,
And hope is brightest when it dawns from fears;
The rose is sweetest wash'd with morning dew,
And loveliest when embalm'd in tears.—*Scott.*

In freedom's air we plant the tree,
Our land of hope, America;
Beneath the blue sky, freedom's dome,
Within the green earth, freedom's home,
We plant the tree for years to come,
And pray, God bless America.—*Hezekiah Butterworth.*

In the door-yard fronting an old farm-house, near the white-washed palings,
Stands the lilac-bush tall-growing with heart-shaped leaves of rich green.
With many a pointed blossom rising delicate, with the perfume strong I love
With every leaf a miracle.—*Walt Whitman.*

In all places, then, and in all seasons,
Flowers expand their light and soul-like wings,
Teaching us, by most persuasive reasons,
How akin they are to human beings.—*Longfellow.*

Where I, O God, in churchless lands remaining,
Far from all voice of teachers or divines,
My soul would find in flowers of thy ordaining
Priests, sermons, shrines.—*Horace Smith.*

Teach me half the gladness
That my brain must know,
Such harmonious madness
From my lips would flow,
The world would listen then
As I am listening now.—*Shelley.*

O thrush, your song is passing sweet,
But never a song that you have sung
Is half as sweet as thrushes sang
When my dear love and I were young.—*Wm. Morris.*

Now rings the woodland loud and long,
The distance takes a lovlier hue,
And drowned in yonder living blue
The lark becomes a sightless song.—*Tennyson—In Memoriam.*

## SCIPTURE SELECTIONS.

I will plant in the wilderness the cedar tree, and the myrtle and the oil tree; I will set in the desert the fir tree, and the pine, and the box tree together.

He heweth him down cedars, and taketh the cypress and the oak, which he strengtheneth for himself among the trees of the forest; he planteth an ash, and the rain doth nourish it.

All the trees of the field shall clap their hands.

Instead of the thorn shall come up the fir tree, and instead of the brier shall come up the myrtle tree, and it shall be to the Lord for a name.

And the tree of the field shall yield her fruit, and the earth shall yield her increase, and they shall be safe in their land, and shall know that I am the Lord.

Mountains and all hills; fruitful trees and all cedars.

Let them praise the name of the Lord.

Then shall the trees of the wood sing out at the presence of the Lord.

The glory of Lebanon shall come unto thee, the fir tree, the pine tree, and the box together.

That they might be called trees of righteousness, the planting of the Lord, that he might be glorified.

## ARBOR DAY DRILL.

(The following may be given by six girls. Each wears a crown made of colored leaves [cut from paper]. Around her waist she wears a bright scarf [of the color of the crown]. In her hand she carries a branch of laurel.)

*First Pupil.*

(Green crown and sash.)
Stately elm with leaves of green,
O'er spreading far on high
Its canopy of fresh spring leaves,
All hail the elm! I cry.

*Second Pupil.*

(Pink crown and sash.)
I'd crown the peach with blossoms pink
And fruits so luscious sweet;
Bending low the pale pink buds
Of the peach tree, I would greet.

*Third Pupil.*

(White crown and sash.)
A crown for the cherry blossom pure,
With its little petals white;
A pure white carpet nature dons;
'Tis a rare and happy sight.

*Fourth Pupil.*

(Red crown and sash.)
The early maples in the swamp,
So bright, so red are they.
My eye delights to gaze on these
Throughout the bright spring day.

*Fifth Pupil.*

(Gray crown and sash.)
And I the catkins seek and love,
With early buds of gray;
Each silvery bud, this new-born spring,
Seems dearer every day.

*Sixth Pupil.*

(Yellow crown and sash.)
The leaves of yellow birch I like,
All fluttering in the breeze,
Turning, twisting, chasing fast
And quivering as they please.

*All repeat.*

We have a crown for every tree,
And beg each tree to stay;
Our boughs, unchanging as our hearts,
All waive this Arbor Day.

Music, "Marching Through Georgia." Branches wave and the six girls march around in a circle, each depositing her bough on a rustic flower stand. Sashes (which

have been tied around the waist but loosely)are untied and grasped in the hands about six inches from the ends. All stand in line. Music changes to "Hail Columbia." 1. Sash held in front horizontally, arm's length. 2. Sash held against waist horizontally. Repeat four times. 3. Sash held above the head at arm's length horizontally. 4. Sash resting on the head, held horizontally, Repeat four times. 5. Hold sash perpendicularly at right side. 6. Sash raised horizontally above the head. Repeat four times. 7. Sash held perpendicularly at left side. 8. Sash raised horizontally at left side. Repeat four times.

Repeat the same motions while kneeling. Repeat the first movement, followed by the third, four times. Repeat second movement, followed by fourth. Repeat fifth movement, followed by seventh, four times. Repeat sixth movement, followed by the eighth, four times. All rise passing out to music.—*Nebraska Special Days.*

## SUBJECTS FOR COMPOSITION.

1. The Native Forest Trees of Our County.
2. A Plan for an Orchard, and Its Care.
3. A Few Plants Most Useful to Man.
4. The Legumes of Maryland:
   Their value as field or garden crops.
   Their value to the soil.
5. Preservation of the Forests:
   Its relation to our future welfare.
   Uses to which forests may be put, that will not result in their destruction.

NOTE.—Refer to any good texts on Agriculture and Forestry, or to an encyclopedia. Do not attempt to write until you have exhausted every source of information on your subject.

## THE STATE FLOWER—(Black-Eyed Susan).

At the request of the State Board of Education the children of the public schools, on Arbor Day, 1909, voted on the selection of a State Flower. This vote resulted in the selection by a large majority of the *Black-Eyed Susan* (Rudbeckia hirta). The selection seems to be a very appropriate one since its flower combines the State colors—the center being black and the rays yellow.

The following poem was written and contributed to this publication by Miss Christine Putman Kelley, of Woburn, Mass.:

### BLACK-EYED SUSAN.

Into the midst of the late summer carnival
  Jauntily trippeth a gay village belle;
Susan her name is; wide-spread her fame is:
  Jack-in-the-pulpit was ne'er known as well.

Mincingly raising her bright yellow petticoats,
  Courtesying coyly, she greets each old friend.
Languishing glances lure on to dances;
  She will be queen of the ball ere it end.

Vain find her envious neighbors their finery,
  Frills of Queen Anne's lace and many-hued bows;
Proud Meadow Lily must yield, willy-willy,
  Piqued by her rival's indifferent pose.

Lily says bridling: "She's only a Daisy,
  Ox-eyed besides—of most humble degree!"
Yet I have read it!—Homer hath said it!
  John's royal consort had eyes such as she!

Luck to thee, peasant born peer of court damosels!
Long may we own thy imperious sway!
Honest thy heart is! Magic thine art is:
Petting Dame August to dream she is May!

SONG:

THE PLANTING OF THE TREE.

Air, "Auld Lang Syne."

In the soil the dearest and the best
On which the sun can shine,
We plant thee, tree, in hope today,
O, let our cause be thine!
Strike deep thy roots, wax wide and tall,
That all this truth may know,
Thou art our type of future power;
Like thee, we, too, shall grow.

REFRAIN:

Like thee, we, too, shall grow,
Like thee, we, too, shall grow;
Thou art our type of future power,
Like thee, we too, shall grow.

In coming years thy kindly shade
The sons of toil shall bless;
Thy beauty and thy grace shall all
With grateful voice confess;
And so our youth in wisdom trained
Shall render service great;
Our schools send sons and daughters forth,
The glory of the State.

REFRAIN:

The glory of the State,
The glory of the State,
Our schools send sons and daughters forth,
The glory of the State.

Strike deep thy roots, wax wide and tall,
Since thou our pledge shall be
Of all the good we vow to bring
Our country grand free.
In place of one by axe or age
Cut off, long may'st thou stand;
We march to take our fathers' room
And do the work they planned.

REFRAIN:

And do the work they planned,
And do the work they planned,
We march to take our fathers' room
And do the work they planned.

—*Sara J. Underwood.*

SONG:

SUMMER IS COMING.

TUNE: "Marching Through Georgia."

Adapted by I. M. Lewis.

Sing a song of summer time,
Coming by and by,
Four and twenty blackbirds
Flying in the sky;
When the summer opens
They will all begin to sing
When old winter's gone away, sir.

CHORUS:

Hurrah! hurrah! the birds begin to sing,
Hurrah! hurrah! the birds begin to sing.
Summer time is coming soon, and then we'll all be gay,
When old winter's gone away, sir.

Sing a song of summer time,
  Coming very soon;
The beauty of the May time,
  The glory of the June;
Blackbirds and yellowbirds,
Robins and the wren,
When old winter's gone away, sir.

CHORUS:

Copied from "The Teachers' Institute," April, 1902.

### HE DIDN'T THINK.

Once there was a robin
  Lived outside the door,
Who wanted to go inside
  And hop upon the floor.
"No, no," said the mother,
  "You must stay with me;
Little birds are safest
  Sitting in a tree."

"I don't care," said Robin,
  And he gave his tail a fling,
"I don't think the old folks
  Know quite everything."
Down he flew and kitty seized him
  Before he'd time to blink;
"Oh," he cried, "I'm sorry,
  But I didn't think."

—*Phoebe Cary.*

### THE FIRST BLUEBIRD.

Jest rain and snow! and rain again!
  And dribble! drip! and blow!
Then snow! and thaw! and slush and then
  Some more rain and snow!

This morning I was 'most afeared
  To wake up—when, I jing!
I seen the sun shine out and heerd
  The first bluebird of spring!—
Mother she'd raised the winder some—
And in acrost the orchurd come,
  Soft as an angel's wing,
A breezy, treesy, beesy hum,
  Too sweet for anything!

The winter's shroud was rent apart—
  The sun burst forth in glee,—
And when that bluebird sung, my heart
  Hopped out of bed with me!

—*James Whitcomb Riley.*

### THE TAX GATHERER.

"And pray, who are you?"
Said the violet blue
To the Bee, with surprise
At this wonderful size
In her eye-glass of dew.

"I, madam," quoth he,
"Am a publican Bee,
Collecting the tax
On honey and wax.
Have you nothing for me?"

—*J. B. Tabb.*

## OUR TIMBER SUPPLY.

By Gifford Pinchot, Chief of the Forest Service of the United States.

The lowest estimate reached by the Forest Service of the timber now

standing in the United States is 1,400,000,000,000 feet, board measure; the highest 2,000,000,000,000. The present annual consumption is approximately 100,000,000,000 feet, while the annual growth is but a third of the consumption, of from 30,000,000,000 to 40,000,000,000 feet. If we accept the larger estimate of the standing timber, 2,000,000,000,000 feet, and the larger estimate of the annual growth, 40,000,000,000 feet, and apply the present rate of consumption, the result shows a probable duration of our supplies of timber of not more than thirty-three years.

Estimates of this kind are almost inevitably misleading. For example, it is certain that the rate of consumption of timber will increase enormously in the future, as it has in the past, so long as supplies remain to draw upon. Exact knowledge of many other factors is needed before closely accurate results can be obtained. The figures cited are, however, sufficiently reliable to make it certain that the United States has already crossed the verge of a timber famine so severe that its blighting effects will be felt in every household in the land. The rise in the price of lumber which marks the opening of the present century is the beginning of a vastly greater and more rapid rise which is to come. We must necessarily begin to suffer from the scarcity of timber long before our supplies are completely exhausted. It is well to remember that there is no foreign source from which we can draw cheap and abundant supplies of timber to meet a demand per capita so large as to be without parallel in the world, and that the suffering which will result from the progressive failure of our timber was but faintly foreshadowed by the recent temporary scarcity of coal.

What will happen when the forests fail? In the first place, the business of lumbering will disappear. It is now the fourth greatest industry in the United States. All forms of building industries will suffer with it, and the occupants of houses, offices, and stores must pay the added cost. Mining will become vastly more expensive; and with the rise in the cost of mining there must follow a corresponding rise in the price of coal, iron, and other minerals. The railways, which have as yet failed entirely to develop a satisfactory substitute for the wooden tie (and must, in the opinion of their best engineers, continue to fail), will be profoundly affected, and the cost of transportation will suffer a corresponding increase. Water power for lighting, manufacturing, and transportation, and the movement of freight and passengers by inland waterways, will be affected still more directly than the steam railways. The cultivation of the soil, with or without irrigation, will be hampered by the increased cost of agricultural tools, fencing, and the wood needed for other purposes about a farm. Irrigated agriculture will suffer most of all, for the destruction of the forests means the loss of the waters as surely as night follows day. With the rise in the cost of producing food, the cost of food itself will rise. Commerce in general will necessarily be affected by the difficulties of the primary industries upon which it depends. In a word, when the forests fail, the daily life of the average citizen will

inevitably feel the pinch on every side. And the forests have already begun to fail, as the direct result of the suicidal policy of forest destruction which the people of the United States have allowed themselves to pursue.

1909.

## SWEET AND LOW.

SONG:

Sweet and low, sweet and low,
  Wind of the western sea,
Low, low breathe and blow,
  Wind of the western sea!
Over the rolling waters go,
Come from the dying moon and blow,
  Blow him again to me;
While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest,
  Father will come to thee soon;
Rest, rest, on mother's breast,
  Father will come to thee soon;
Father will come to his babe in the nest,
Silver sails all out of the west
  Under the silver moon:
Sleep, my little one, sleep, my pretty one, sleep.

—From "The Princess," *Alfred Tennyson.*

## SPRING IS COMING.

I am coming, little maiden!
With the pleasant sunshine laden,
With the honey for the bee,
With the blossoms for the tree,
With the flower, and with the leaf—
Till I come the time is brief.

I am coming! I am coming!
Hark! the little bee is humming;
See! the lark is soaring high
In the bright and sunny sky;
And the gnats are on the wing
Wheeling round in airy ring.

See! the yellow catkins cover
All the slender willows over;
And on banks of mossy green
Starlike primroses are seen,
And their clustering leaves below,
White and purple violets blow.

Hark! the new-born lambs are bleating,
And the cawing rooks are meeting
In the elms—a noisy crowd!
All the birds are singing loud;
And the first white butterfly
In the sunshine dances by.

## CROCUS.

Warm sunshine came down
  On a sweet April day,
To work in the garden
  And have a fine play
With the plants that all winter
    Had slept there.

He came to a little
  Brown bulb at one side,
And said to himself,
  "Under this will I hide,
For I see a black cloud
    In the sky."

So he tucked himself down
In the soft, yielding earth,
While the little brown bulb
Was just shaking with mirth;
"For the sunshine," said she,
"Makes me grow."

Then down came the rain;
And the bulb that no more
A little brown ball was to be,
Just opened her eyes;
And what do you think?
Why, a bright yellow crocus
Was she!

## WAITING TO GROW.

Little white snowdrop just waking up,
Violet, daisy, and sweet buttercup!
Think of the flowers that are under the snow,
Waiting to grow!

And think what hosts of queer little seeds—
Of flowers and mosses, and ferns and weeds—
Are under the leaves, and under the snow,
Waiting to grow!

Think of the roots getting ready to sprout,
Reaching their slender brown fingers about,
Under the ice, and the leaves, and the snow,
Waiting to grow!

Only a month or a few weeks more,
Will they have to wait behind that door;
Listen and watch, for they are below—
Waiting to grow!

Nothing so small, or hidden so well,
That God will not find it, and very soon tell
His sun where to shine, and his rain where to go
To help them to grow!

—*Frank French.*

## THE SEED.

In the heart of a seed
Buried deep, so deep,
A dear little plant
Lay fast asleep.

"Wake!" said the sunshine,
"And creep to the light!"
"Wake!" said the voice
Of the raindrop bright.

The little plant heard
And it rose to see
What the wonderful
Outside world might be.

—*Kate L. Brown.*

## MAY.

Merry, rollicking, frolicking May
Into the woods came skipping one day;
She teased the brook till he laughed outright,
And gurgled and scolded with all his might;
She chirped to the birds and bade them sing
A chorus of welcome to Lady Spring;
And the bees and butterflies she set
To waking the flowers that were sleeping yet.
She shook the trees till the buds looked out.
To see what the trouble was all about;
And nothing in Nature escaped that day
The touch of the life-giving bright young May.

—*George Macdonald.*

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## HOW THE VIOLETS COME.

I know—blue, modest violets,
  Gleaming with dew of morn,
I know the place you came from
  And the way that you were born.
When God cut holes in Heaven—
  The holes the stars look through—
He let the scraps fall down to earth:
  The little scraps are you.

## APRIL.

Good morning, sweet April,
  So winsome and sy,
With a smile on your lip
  And a tear in your eye.
There are pretty hepaticas
  Hill in your hair,
And bonny blue violets
  Clustering there.

## HOW THE FLOWERS GROW.

First a seed so tiney
Hidden from the sight,
Then two pretty leaflets
Struggling toward the light;
Soon a bud appearing
Turns into a flower,
Kissed by golden sunshine,
Washed by silver shower;
Growing sweeter, sweeter,
Every happy hour!
Kissed by golden sunshine,
Washed by silver shower.

## TREE PLANTING.

Oh happy trees that we plant today,
  What great good-fortunes wait you!
For you will grow in sun and snow
  Till fruit and flowers freight you.

Your winter covering of snow
  Will dazzle with its splendor;
Your summer's garb with richest glow,
  Wul feast of beauty render.

In your cool shade will tired feet
  Pause, weary, when 'tis summer;
And rest like this will be most sweet
  To every tired comer.

## THE CHERRY TREE.

The trees' early leaf-buds were bursting their brown;
"Shall I take them away?" said the frost sweeping down:
  "No, leave them alone
  Till the blossoms are grown."
Prayed the tree, while she trembled from rootlet to crown.

The tree bore her blossoms and all the birds sung;
"Shall I take them away?" said the wind as he swung:
  "No, leave them alone
  Till the cherries are grown."
Said the tree, while her leaflets quivering hung.

The tree bore her fruit in the midsummer glow;
Said the child, "May I gather the cherries now?"
  "Yes, all thou canst see;
  Take them; all are for thee,"
Said the tree, while she bent down her laden boughs low.

—*Bjornstjerne Bjornson.*

## DAISIES AND BUTTERCUPS.

(For Two Little Girls.)

DAISY.

I'm a pretty little thing,
Always coming with the Spring,
In the meadows green I'm found
Peeping just above the ground,
And my stalk is covered flat
With a white and yellow hat.

Little maiden when you pass
Lightly o'er the tender grass,
Step aside and do not tread
On my meek and lowly head,
For I always seem to say
"Chilly Winter's gone away."

BUTTERCUP.

I'm a cunning little thing
Coming, also, with the Spring.
Near the Daisy I am found,
Standing straight above the ground,
And my head is covered flat
With a glossy yellow hat.

Little children when you pass
Through the tall and waving grass,
Do not pluck, but gently tread
Near my low and mossy bed,
For I always seem to say,
"Milk and butter fresh today."

## HOW TO PLANT A TREE.

1. Select first the tree best suited for your purpose, be that shade, ornament, fruit, production of lumber, wind break, or fence posts.

2. Bear in mind that the tree you are planting, if of proper species, may be a shelter for and a pride of future generations, of if wrongly selected, it may last but a decade.

3. The one advantage, that of rapid growths, should not decide what tree to plant. Innumerable insects, fungoid diseases, and the necessity for frequent pruning, besides a brief period of existence, may characterize the tree of your choice, and it should be discarded.

4. When there is slight opportunity for frequent watering, tree species demanding large quantities of water should be discarded. They will be disappointing.

5. Elms, cottonwood and swamp maples are among the class requiring much water. The oaks, ash, sugar maple, Norway maple, walnut, catalpa,, etc., succeed with a moderate quantity of moisture.

6. Good roots in ample quantity are of vital importance to the tree's successful growth. In digging, spare not the labor, but secure all the roots possible without mutilation.

7. The top of the trees should not be mutilated. Cutting off the leading shoots is extremely bad practice, only to be tolerated with cottonwood and soft (swamp) maples.

8. Too large a tree should be avoided.

9. Keep the roots fresh and moist by wrapping in wet burlap while conveying them to the planting grounds.

10. Evergreens especially, should be kept moist; when the resinous sap hardens from a few moments exposure to sun and wind the tree is dead.

11. The larger the hole, more thoroughly prepared the soil, the greater the care in planting, so much more satisfactory will be the growth and future development of the tree.

12. Grass sod is the deadly enemy of a newly set tree. No grass should be permitted within two feet of the trunk. The grass secures the first water which falls and in dry weather the trees suffer for want of moisture.

13. Digging the holes. A philosopher of the past century said, "the ground should be prepared the full extent of the field," which assertion has never been disputed. The hole should never be less than four feet square and eighteen inches deep. The soil if not good quality should be removed and good loam brought to fill the cavity. If of less size, the new roots strike the hard side of the excavation, which they cannot penetrate and are thus turned back, coiling as in a flower pot. It thus requires several seasons for the trees to secure a thrifty growth. No fresh manure should be placed near the roots but well rotted compost, well mixed with a friable fertile soil, will produce a surprising growth of tree.

14. Planting the tree. The roots should be spread out in natural position without any crowding and fine earth sifted in from the shovel by a shaking motion, until all the roots are covered and the interstices well filled. When half-filled, a bucket of water may be slowly poured in and the hole filled. If the soil is dry and drainage good, the surface may be somewhat depressed to maintain water in dry season. If on the contrary drainage is not good, and soil inclined to be wet, then the surface about the tree better be raised a trifle that the roots be not in too much water.—*From Arboriculture.*

# MARYLAND DAY

Commemorating the landing of Lord Baltimore's colony, March 25, 1634.
Topic: *Marylanders of National Fame.*

Since March 25, 1911, falls on Saturday, this anniversary will be celebrated in the schools on Friday, March 24.

TO THE TEACHER.

During the history of our colony and State, she has produced many men of whose achievements we should be proud. Many of Maryland's prominent sons have devoted their labor, time and talents to the internal affairs of their beloved State and their fame has consequently not extended much beyond its own borders. On the other hand, Maryland has produced her full quota of honored sons whose labors in connection with the affairs of the nation have been of such a conspicuous character that they have won for themselves *national fame.*

It is fitting that the career of these men should be brought to the attention of every boy and girl of Maryland, and thus increase their pride in our native State.

It will be found to be a very helpful exercise to have the advanced pupils collect, in the form of essays or compositions, information on the "Topic" in addition to what is given in this brief chapter. Several of the best should be used on the program.

## CECILIUS CALVERT.

Cecilius Calvert, second Lord Baltimore, was born in England in 1606. He never set foot upon the soil of Maryland, though he wisely, tactifully and judiciously directed the affairs of the colony for forty-three years, during most of the period known as the "Golden Age of the Colony." During this period the colony grew from a settlement of three hundred, sheltered in shacks and wigwams on the St. Mary's River, to a community of twenty thousand people settled in ten counties, each having an organized civil and military government.

The charter of Maryland was prepared for George Calvert, his father, but before the Great Seal was affixed, he died and the grant was actually made to Cecilius Calvert in 1632. He soon began to fit out an expedition to found a settlement in the new territory, using one of the ships that had carried his father's expedition to Avalon (part of Newfoundland). The party was sent out in charge of his brother Leonard, who was Maryland's first governor. Leonard died in 1647. The Calvert

family was Catholic, and up to this time a great majority of the colonists were also Catholic. Before his death, Leonard appointed Thomas Green, a prominent fellow churchman, as provisional governor, but owing to the drift of affairs in England, Lord Cecilius in 1648 superseded Green by William Stone, a Protestant, and encouraged Protestant immigration to the colony, as a result large numbers of Puritans came in at this time and Annapolis was made the center of their community.

Stone continued to administer the rights of his lordship until 1654, when the government fell into the hands of the Puritan commissioners. In 1658 the government was surrendered to Lord Baltimore and Josias Fendall was appointed governor. He was succeeded in 1660 by Philip Calvert. The following year, 1661, the Lord Proprietary sent out his only son and heir, Charles Calvert, as governor. He continued in office until the death of his father, November 30, 1675.

Cecilius Calvert married Anne Howard, daughter of Lord Arundel, and their life in England seems to have been rather seclusive. He shunned publicity and devoted himself to his private affairs and the business of his province. He was always curious to get birds, animals and other products from Maryland, but seems never to have planned to visit the colony. While his son Charles was governor he sent him many varieties of seeds and plants to be tried, and the members of the two families exchanged numerous presents.

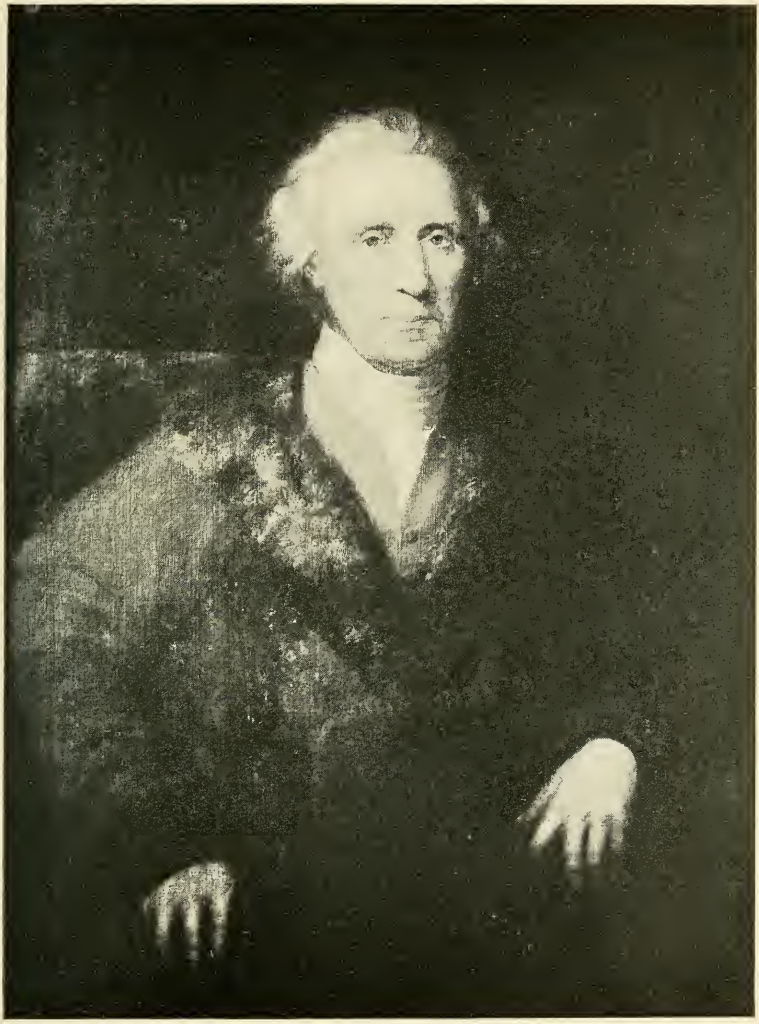
During the last years of his life his retirement seems to have been almost complete and few references to him, other than official, are to be found. At the time of his death he was sixty-nine years of age and his life in many ways had been one of trial and anxiety. He had passed through dangers and difficulties when far more than his happiness and fortune was at stake, and by his patience, prudence, and moderation, he had preserved safe his own rights and the franchises of his people.

## CHARLES CARROLL OF CARROLLTON.

Charles Carroll was born in Annapolis, Maryland, September 30, 1737. At the age of eight years, he was sent to France to be educated. He remained six years at the College of English Jusuits at St. Omer; one year at a college of French Jesuits at Rheims; two years at the College of Louis le Grand; one year at Bourges, to study civil law, and then returned to college at Paris. In 1757 he went to London and commenced the study of law in the Temple.

He returned to Maryland in 1764 and became deeply interested in the exciting topics of that day. He achieved distinction among the ablest political writers of that generation, and in a controversy, concerning "settling fees by proclamation," with Daniel Dulany, he won a reputation for wisdom and profound reasoning which placed him in the front rank of champions of freedom, and decided his career for life.

In December, 1774, he was appointed one of the "Committee of Cor-



CHARLES CARROLL OF CARROLLTON

respondence for the Province of Maryland." In 1775 he was made one of the "Committee of Observation for Anne Arundel County," and also one of the "Council of Safety of the Province. He represented Anne Arundel County in the Maryland Convention which met December 7, 1775. In February, 1776, he was appointed by the Continental Congress a Commissioner with Dr. Benjamin Franklin and Judge Samuel Chase, assisted by Rev. John Carroll, to endeavor to persuade the people of Canada to co-operate in the struggle for independence. When the Commissioners returned from their unsuccessful mission, Congress was debating the propriety of a Declaration of Independence, and the situation was critical. On June 28, 1776, the Maryland Convention, then in session at Annapolis, unanimously resolved that the deputies from Maryland in Congress, "Be authorized and empowered to concur with the other United Colonies, or a majority of them, in declaring the United Colonies free and independent States." On July 4, 1776, the following were elected deputies to represent Maryland in the Continental Congress: Matthew Tilghman, Thomas Johnson, William Paca, Samuel Chase, Thomas Stone, Charles Carroll of Carrollton, and Robert Alexander. Mr. Carroll took his seat in Congress July 18, 1776, and on August 2, 1776, signed to the Declaration of Independence his name, Charles Carroll of Carrollton, that being his usual signature to distinguish him from his elder kinsman, Charles Carroll, barrister.

He was made a member of the Board of War, and served in Congress with ability until November 10 of the same year, when his successor was elected. In December, 1776, he was chosen a member of the first Senate of the State of Maryland; and in 1777, was returned to Congress. In 1781 he was re-elected to the Senate of Maryland; in 1788 was elected United States Senator in Congress; in 1791 he was returned to the Senate of Maryland, and was again re-elected in 1796.

In 1797 he was appointed one of the Commissioners to settle the boundary line between Maryland and Virginia. He continued in the Senate of Maryland until the year 1804, when he retired from political life.

On April 23, 1827, he was elected a member of the first Board of Directors of the Baltimore and Ohio Railroad Company, and on July 4, 1828, laid the foundation stone of that railroad, being then over ninety years of age. He continued to take a deep and lively interest in the progress and welfare of Maryland until his death.

He died November 10, 1832, in the ninety-sixth year of his age, the last surviving signer of the Declaration of Independence.

## JOHN EAGER HOWARD

John Eager Howard was born June 4, 1752, in Baltimore County, Maryland. The events of the struggles of the Colonies against the home Government brought him into the foreground of patriotism and military

renown. Upon his expressing a desire to take a part in the approaching struggle, he was offered a colonel's commission, but being distrustful of his abilities to perform the duties of this rank, he preferred the humbler station of a captain, and such a commission was obtained for him in one of those bodies of militia termed "flying camps," in the regiment commanded by Colonel J. Carvil Hall. Captain Howard enlisted a company in two days, and marched immediately to join the army. He was present at the battle of White Plains, and continued to serve as captain until December, 1776. When the battalions were rearranged as regulars, March, 1777, he was appointed major of the Fourth Battalion. He was commissioned lieutenant-colonel of the Second Regiment, March 11, 1779. He served through the whole war with distinguished valor, participating in the following battles: White Plains, October, 1776; Germantown, October 4, 1777; Monmouth, June 28, 1778; Cowpens, January 17, 1781; Hobkirk's Hill, April 25, 1781, and won imperishable renown at Camden and Guilford.

After the Revolution, Colonel Howard retired to his patrimonial estate. In 1787 he represented Maryland in the Continental Congress. In 1788 he was chosen Governor of Maryland, which post he filled for the constitutional period of three years, during which time the Federal Constitution was adopted and put into operation.

In 1795 General Washington tendered him the Secretaryship of War, which offer was respectfully declined. He served in the Senate of the United States from November 30, 1796, to March 3, 1803, and was President *pro tem.* of the Senate in the Sixth Congress.

When Baltimore was threatened by the British in 1814, he headed a troop of aged men to render such services as their infirmities would allow.

Governor Howard died October 12, 1827, at his country seat, Belvedere, which is now in the heart of Baltimore city.

## FRANCIS SCOTT KEY.

Francis Scott Key was born August 1, 1779, on his father's estate, Frederick County, Maryland. He was descended from a prominent Colonial family who had emigrated from England prior to the Revolution—his grandfather, Philip Key, having taken part in that struggle as a lieutenant in a Maryland company.

Key, like the author of Maryland, My Maryland, was not a devotee to literature, he having made law his chosen profession and in this won an enviable reputation.

Graduation from St. John's College at Annapolis completed his general education. He studied law with his uncle, Philip Barton Key, in Baltimore, and, after having been admitted to the bar, returned to his native county to practice in Frederick City. After a short time he moved to the District of Columbia. Here he rapidly rose to the top in his profes-

GEN. JOHN EAGER HOWARD

sion, and in 1833 was appointed by President Jackson, United States Attorney for the District of Columbia. He was reappointed to this position in 1837, and again by Van Buren, when he became president.

In the early forties, he retired to his native city, Frederick, and on January 11, 1843, he died in Baltimore of pneumonia, while visiting his daughter, Mrs. Charles Howard.

The story of how, in 1814, while detained on a British war vessel during the bombardment of Fort McHenry, he wrote our National song—"The Star-Spangled Banner—is too well known to repeat here. This is unquestionably his masterpiece of verse. His other poems do not possess great merit, though several of his hymns have become popular.

## ROGER BROOKE TANEY.

Roger Brooke Taney, whose ancestors on both sides were among the early settlers of Maryland, was born in Calvert County, March 17, 1777. He was educated at Dickenson College, Carlisle, and graduated 1795. He studied law at Annapolis, and was admitted to the bar in 1799. He returned to his native county, and was elected to the House of Delegates. He moved to Frederick City, and was elected a member of the Senate of Maryland in 1816, and continued in that body for five years. Two years later he moved to Baltimore city, and was appointed Attorney-General of Maryland by the Governor and Council. He held this office four years and was then appointed Attorney-General of the United States. He resigned this office in September, 1833, and was appointed Secretary of the Treasury. His nomination for that position was rejected by the Senate in June of the following year and he resumed the practice of law.

In 1835 he was nominated as Associate Justice of the Supreme Court, but the Senate, being still opposed to the President, did not act upon the nomination, but upon the death of Chief Justice Marshall, the next year, Mr. Taney was confirmed by the Senate as Chief Justice of the Supreme Court of the United States, upon his nomination to that office by President Jackson. He took his seat in January, 1837, and retained this position for twenty-seven years, until his death, which occurred in Washington city, October 12, 1864.

He having been at the head of the Supreme Court during the Civil War, as well as through the period of legal struggle that preceded it, made his term one of great responsibility. "The Dred-Scott case" brought forth one of the famous decisions of this period.

Mr. Taney was esteemed for his high moral and religious character, as well as for his legal attainments.

## SAMUEL CHASE.

Samuel Chase, a signer of the Declaration of Independence, and a

judge of the United States Supreme Court, was born in Somerset County, Maryland, April 17, 1741. The son of an Episcopal clergyman, he received a thorough education, and at the age of twenty years, began the practice of law in Annapolis.

He was an ardent patriot, a leader of the friends of liberty, a member of the Continental Congress, from 1774 to 1778, and was one of a committee sent by Congress to urge Canada to unite with the colonies in resistance to England. On his return, he travelled through Maryland, arousing the people to resist British oppression, and through his eloquence and influence, the delegates were instructed to vote for the Declaration, of which he was the fervent supporter.

After the war he went as Commissioner to England to recover funds deposited there by the Americans before the war, and secured payment of six hundred and fifty thousand dollars. In 1788 he became a member of the Maryland Convention, which adopted the Federal Constitution Three years later he became Chief Justice of the General Court of Maryland, and in 1796 was appointed by Washington an Associate Justice of the United States Supreme Court. In 1804 he was impeached for misdemeanor in conducting political trials, but was acquitted by the Senate.

No statesman of the Revolution was more earnest, or contributed more to secure for his State the noble record which she won in the great struggle for independence.

He died June 19, 1811, at the age of seventy.

## WILLIAM PINKNEY.

William Pinkney was born March 17, 1764, in Annapolis, Maryland. He was the son of Jonathan Pinkney, an Englishman. He received his education at King William School, under the principalship of Mr. Brefhard. At the age of nineteen, he was employed in an apothecary store. At this time he attracted the attention of Judge Samuel Chase, who persuaded him to give up his situation and study law. In this the Judge gave him able assistance.

He was admitted to the bar in 1786, and began the practice of law in Harford County, Maryland. He represented his district in the First Congress of the United States, from March 4, 1789 to March 3, 1791. In 1792-93-94 he was one of the Executive Council of Maryland, and was elected its president. Two years later, he was appointed a special commissioner to England, and remained in London eight years. In 1811 he settled in Baltimore, and was elected to the Senate of Maryland; this he declined in order to accept the position of Attorney-General of the United States, which he held from December 11, 1811 to February 10, 1814.

During the War of 1812 he commanded, as major, a battalion of riflemen and was wounded at Bladensburg. He was commissioned, by Presi-

dent Monroe, Envoy Extraordinary and Minister Plenipotentary to Russia and Naples. He remained in the service of the United States nearly two years, and upon the death of Hon. Alexander Contee Hanson, he was elected to the United States Senate and served from December 21, 1819 until his death, February 25, 1822.

John Randolph, of Virginia, in announcing his death in the House of Representatives, said: "I rise to announce to the House the not unlooked-for death of a man who filled the first profession in that estimation, in this or in any country. We have been talking of General Jackson, and a greater than he is not here; but gone forever. I allude, sir, to the "Boast of Maryland" and the pride of the United States—the pride of all of us, but more particularly the pride and ornament of the legal profession. I will not say that our loss is irreparable, because such a man as has existed may exist again. There has been a Homer; there has been a Shakespeare; there has been a Newton; there has been a Milton; there may be a Pinkney, but there is none now."

## WILLIAM WIRT.

William Wirt was born at Bladensburg, Maryland, November 8, 1772. The loss of his parents at an early age caused him to be placed under the guardianship of his paternal uncle, Jasper Wirt, a resident of the same village.

The chief part of his education was received at a private school in Montgomery County. Here he had the advantage of a good library, and became a student and author when about thirteen years of age.

In 1792 he was admitted to the bar, and began the practice of law at Culpepper Court House, Virginia; but within a few years, moved to Charlottesville, and thence to Richmond, where Jefferson, Madison and Monroe were his personal friends.

In 1803 he wrote the essays under the name of "The British Spy." He took part in the prosecution of Aaron Burr, and was Attorney-General of the United States from 1817 to 1829, a longer term by many years than any of his predecessors. He resigned his place at the end of Adams' administration and removed to Baltimore, where he devoted himself to the practice of his profession.

In 1832 he received a nomination among the candidates for the Presidency of the United States. Wirt is now best remembered as the author of his famous "Life of Patrick Henry." He died February 18, 1834, at the age of sixty-two years.

In announcing his death to the Supreme Court, Daniel Webster said: "It is announced to us that one of the oldest, one of the ablest, one of the most distinguished members of this bar has departed this mortal life. He has this day closed a professional career amongst the longest and most brilliant which the distinguished members of the profession in the United States have at any time accomplished."

## WILLIAM SMALLWOOD.

William Smallwood was born in 1732, in Kent County, Maryland. On January 2, 1776, he was elected colonel of the Maryland Battalion of Washington's army.

At the battle of Long Island, in which the Americans were defeated, Colonel Smallwood's Maryland Battalion under the command of Major Mordecai Gist, displayed the most determined bravery. They checked the advance of the entire British army until the Americans made good their retreat. Out of the seven hundred and fifty men comprising the battalion, two hundred and fifty-six were killed or wounded.

In October, 1776, he was appointed by Congress, brigadier-general, in recognition of the bravery of his men at Long Island, on August 27, 1776. At the battle of White Plains, September 16, 1776, his troops were again called upon to save the fortunes of the day, and he was wounded. In the battle at Fort Washington, November 16, 1776, the Marylanders bore the brunt and lost many valuable men. At Germantown, October 4, 1777, Smallwood and his men retrieved the day and captured the camp of the enemy. In the winter of 1777-78 he was stationed at Wilmington, and captured a British brig in the Delaware, laden with stores and provisions. He distinguished himself in the battle near Camden, and received the thanks of Congress for his conduct. In September, 1780, Congress appointed him major-general. He then returned to Maryland, but remained in the army until November 15, 1783.

He was elected to Congress in 1785, and in November of the same year, was chosen Governor of Maryland, to succeed William Paca, and held that position until his successor, John Eager Howard was inaugurated in 1788.

He died February 14, 1792, at the "Wood Yard," in Prince George County, Maryland.

## EDGAR ALLEN POE.

Though born in Boston (January 19, 1809), Edgar Allen Poe is rightly considered a Marylander, his father and grandfather having been Baltimoreans.

Upon the death of his parents, when he was but two years of age, Edgar was adopted by Mr. and Mrs. Allen, of Richmond, Virginia, who were wealthy, refined and cultured. In 1816 the Allens went to England and he was placed in a school at Stoke Newington, near London, where he remained five years, and gave earnest attention to his studies.

On returning to this country, he was placed in the Richmond Academy, where, with but little study, he lead his classes, and thus lost the studious habits acquired at Stoke Newington.

In 1826 he entered the University of Virginia, but was withdrawn by Mr. Allen after one year, supposedly on account of his mania for gambling.

GEN. WILLIAM SMALLWOOD

SUPPLIED BY THE MARYLAND HISTORICAL SOCIETY FOR THE USE OF THE STATE DEPARTMENT OF EDUCATION

In June, 1827, he went to Europe, where he remained two years. We have no details of this journey.

In 1830 he was admitted to West Point, but was soon dismissed on account of, it is believed, purposely violating certain of the rules. The next three years were spent in a rather uneventful way in Baltimore.

In December, 1835, he became editor of the *Southern Literary Messenger;* and in the following May married his cousin, Virginia Clemm, of Baltimore.

During the next ten years of his life Poe was prominently connected with many of the leading periodicals of the country. This was by far the most productive period in both story and verse—"The Raven," being published in 1845, for which he received ten dollars.

January 30, 1847, his wife died in their little home at Fordham on the Hudson. This was a blow from which he never fully recovered, and probably brought on, in a marked degree, the drink habit.

During the next two years, he visited Lowell, Providence and Richmond, delivering lectures and receiving great ovations.

On October 4, 1849 he was found in an unconscious condition on Light street, Baltimore. He was taken to a hospital where he died, October 7.

His characteristic features can be seen by the throngs of the busy street, cut in the block of granite, which marks his resting place in the corner of the little church yard at Fayette and Greene streets, Baltimore.

There are many who make new combinations of thought, or sing the old songs to different tunes, adding beauty and grandeur, but the creative genius who originates the new is as rare in literature as elsewhere. In American literature Poe occupies this position almost alone.

Numerous complete collections of his works and extensive biographies can be found in any book store or library.

## HENRY WINTER DAVIS.

Henry Winter Davis, an American statesman and orator, was born in Annapolis, Maryland, August 16, 1817, and died in Baltimore, December 30, 1865.

His father, a Protestant Episcopal clergyman, was president of St. John's College. He studied law, was admitted to the bar, gained a reputation as an orator, and in 1854 was elected to Congress, serving three consecutive terms. On the dissolution of the Whig party, he became a radical Republican. In 1860, when Mr. Lincoln was nominated for President, the vice-presidency was offered to Mr. Davis, but he declined the honor, and later refused to accept any cabinet position.

From 1863 to 1865 he was again in Congress and served as chairman of the Committee on Foreign Affairs. While in his early life he was surrounded by and associated with slaves, yet he took a leading part in advocating emancipation and loyalty to the Union.

A day was set apart by Congress, at his death, for the commemoration of his public services—an honor never before paid to an ex-congressman.

## JAMES RYDER RANDALL.

The author of "Maryland, My Maryland."

Born in Baltimore, January 1, 1839, he received his early education there in private schools, having had at one time for his instructor Professor Joseph H. Clarke, who had previously taught Edgar Allen Poe in Richmond.

At the age of ten, he entered Georgetown College, District of Columbia, where, near the close of his senior year, an attack of pneumonia prevented his graduation. After a trip to Brazil and Florida for his health, we find him, in 1859, a clerk in a ship broker's office at New Orleans, where he wrote during his leisure hours for the local papers.

The next year he became the teacher of English and Latin in Poydras College, a hundred miles or more up the State from New Orleans. It was while there in 1861 that he (after reading on the previous day a newspaper account of the attack made by the citizens of his native Baltimore upon a Massachusetts regiment, while passing through that city to join the Union army near Washington) arose from his bed in the dead of night, and in a few short minutes wrote what Holmes has declared to be the greatest war lyric of any nation—"Maryland, My Maryland."

During the war he was enthusiastic for the cause of the South and served in the Ordnance Department of the Confederate Army.

His great hope was to spend his last days in Maryland, but his editorial duties, to which he had given much time, seemed to hold him in the South, where he died January 15, 1908, at his home in Augusta, Georgia, not long after his return from a visit to his native city and State.

Randall's life was not given to literature, his poems being purely incidental. Aside from the classic by which he is known, "At Arlington," is probably his best.

## EDWIN THOMAS BOOTH.

Edwin Thomas Booth, one of the greatest actors of the English stage, and certainly the most celebrated that American has produced, was born at Belair, Maryland, in November, 1833, where his father, Junius Brutus Booth, himself a noted tragedian, had made his home after leaving England.

Edwin Booth was educated for the stage, and early appeared in minor parts with his father. He made a trip to California and to Australia. On his return to New York, he appeared as Richard III, and soon gained a high reputation as a Shakespearean actor, especially in the character of *Iago* and *Hamlet*.

In 1861 he went to Europe, playing in England and studying on the Continent. Returning to New York, he produced the play of *Hamlet* at the Winter Garden for 100 nights. In 1869 he opened a splendid theatre

in New York, devoted to the classic drama, and costing over $1,000,000. He visited England again in 1880, and in 1882, England and Germany, and was received everywhere with enthusiasm. Besides the characters of Shakespeare, his rendering of *Richelieu* in Bulwer's drama of that name won him fame.

His brilliant career—almost unequaled in the annals of the drama—was terminated by his death, January 7, 1893.

## JOHN PENDLETON KENNEDY.

John P. Kennedy was born in Baltimore, on October 25, 1795. At the age of five, he was placed in charge of Mrs. Goffey, who was to teach him his letters. Two years later, he was transferred to Priestly's Academy. In 1808 he entered Baltimore College, which later became the Department of Arts and Sciences of the Maryland University. He took an A.B. Degree from this institution in 1812. Shortly before his graduation from college, the second war with England began. He wanted to join the army in defense of his city and state, but his father discouraged him in this, so he began the study of law. In the meantime identifying himself with a company of local militia. During the following year, his company was called into service at intervals at Fort McHenry, and participated in the Battle of Bladensburg, in 1814. His description of this service is both complete and amusing.

He was admitted to the bar in 1816.

Kennedy early showed considerable literary talent, and did much writing throughout his entire life, though probably only as a pastime. Among his published writings are: The Red Book; Swallow Barn; Horseshoe Robinson; Rob of the Bowl; Annals of Quodlibit; Ambrose Letters; and Life of William Wirt.

He had a personal acquaintance and friendship with practically all of American literary contemporaries. He entertained Washington Irving almost annually in his Maryland home on the Patapsco. On his European trips, he came in contact with many English authors, and wrote for Thackeray the chapter of "The Virginians" which is descriptive of Virginia life.

Mr. Kennedy took an active interest in the welfare of his city and state, and in the early twenties, was elected for three consecutive terms, to serve in the Maryland Legislature. In 1823, at the suggestion of William Wirt, Attorney General of the United States, he was appointed Secretary of Legation to Chili by President Monroe, but resigned before embarking for his post. He was elected to Congress in 1837 and re-elected in 1841 and 1843. Here his ability was recognized and he ranked among the leaders of that time. In 1845 he was again elected to the Maryland Legislature, and served as Speaker of the House.

In 1852 he was appointed Secretary of the Navy by President Fillmore.

In 1866 he served as special United States Commissioner to the Paris Exposition.

He died, August 18, 1870.

## JOHN HANSON.

John Hanson was the son of Samuel and Elizabeth Hanson, of Charles county, Maryland, and was born in 1715. He ranked with the Chases, Tilghmans and Carrolls in political discussions regarding the oppressions of the Mother Country. When the Colonists ,to obtain redress for their grievances against the British Nation, adopted a non-importation system, John Hanson was a strong advocate and was one of the first to sign the agreement binding himself, neither to import nor purchase any article taxed for the purpose of revenue; and later, when several packages of goods were landed in Charles county, he compelled the owners to reship the goods to England.

John Hanson was a delegate from Frederick county to "The General Congress," or Convention, of Maryland, which assembled at Annapolis, in 1774; and assisted in the adoption of a series of nonimportation resolutions. The Convention of Maryland assembled in July, 1775, and adopted a resolution to throw off proprietary power, and to assume a provisional government, which would allow the unrestrained action of the Province. In this, John Hanson took a prominent part.

He was elected one of the Delegates to Congress in 1780, and immediately upon his entrance, he was elected president of that body. He was the first and only president chosen from Maryland to preside over the deliberations of the Continental Congress from its beginning to its end. In this position, he was president of the United States—in Congress assembled, the articles of Confederation providing for no higher office.

After the surrender of Cornwallis, General Washington was presented to Congress, and President Hanson expressed the commendation of that body in very fitting terms.

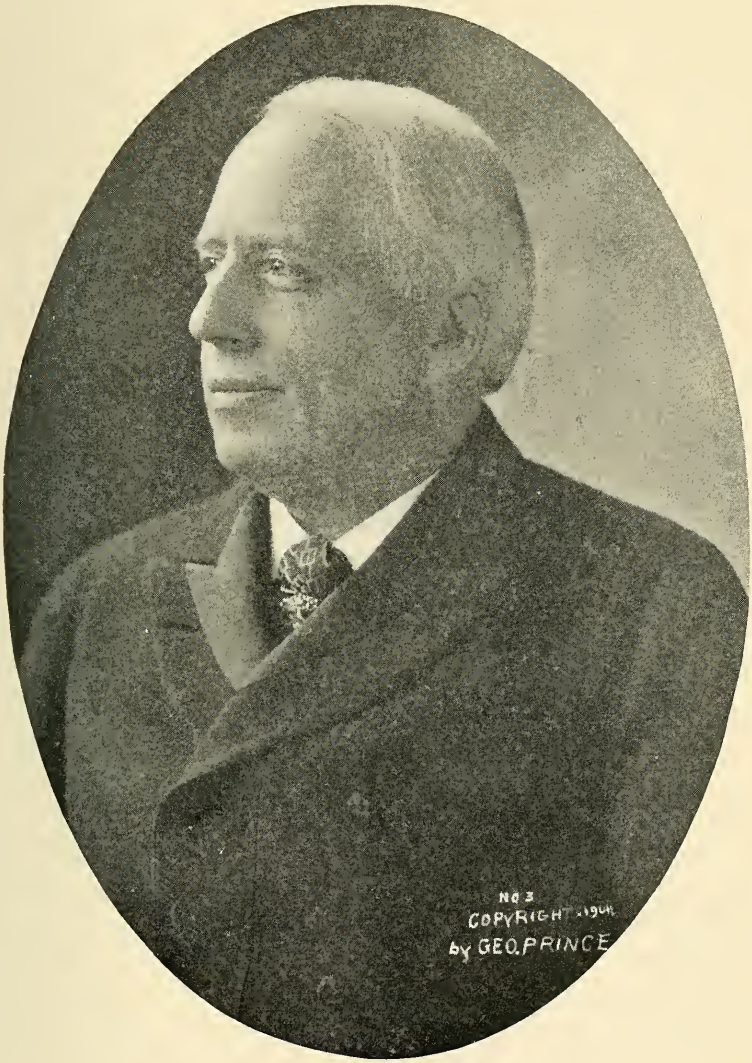
He was now sixty-eight years old, and his health was greatly impaired. The war being comparatively over, the old patriot decided to retire to private life. He did not live long after the close of his public career, for he died the following year, November 22, 1783, at Oxon Hill, Prince George's county.

## ARTHUR PUE GORMAN.

Synopsis of sketch by Arthur Pue Gorman, Jr.

Arthur Pue Gorman was born at Woodstock, Howard county, Marylan, March 11, 1839, and died in Washington, June 4, 1906, while representing his native State in the United States Senate. His Maryland home was at Fairview, near Laurel, in Howard county.

The incidents of Mr. Gorman's striking career are worthy of close study, and reveal his remarkable ability as a leader, a wise counselor, an administrator, and his conscientious devotion to duty and to his native State.




ARTHUR PUE GORMAN

He began his life as a bread winner at the age of 13 years, as a page in the United States Senate. He procured this position through the influence of Stephen A. Douglas, of Illinois. While a mere youth, he accompanied Senator Douglas in his famous Illinois campaign, and later became his private secretary.

In 1862 he served as Postmaster of the United States Senate, and as Collector of Internal Revenue for the Fifth District of Maryland, during a portion of President Johnson's term.

He was a delegate, from his native county, in the 1870 session of the Maryland Legislature, and here, as a lawmaker, won his first spurs in Maryland Democratic politics. He was returned to the Legislature in 1872 and 1874, being elected Speaker of the House at the latter session. In 1874 he was elected President of the Chesapeake and Ohio Canal, and served in that capacity for ten years. He served as a State Senator from Howard from 1876 to 1884, and as Chairman of the Democratic State Central Committee, from 1873 to 1885, when he resigned.

Mr. Gorman was elected to the United States Senate in 1880 to succeed Hon. William Pinkney Whyte, and re-elected in 1886 and 1892. When first elected, he was only 41 years old, and the youngest member of that body. In 1902 he was again elected to the United States Senate filling the first vacancy after the return of his party to power in the State. He died during this term, after having served longer than any other member from this State in that body.

The position of chairman of the minority conference, in the United States Senate, is one of honor and responsibility, the holder of this position always being recognized as the minority leader. This honor was unanimously bestowed upon him in 1889, and he held this position during the remainder of his service in the Senate.

Senator Gorman was prominently urged as the Democratic candidate for President in 1892 and in 1904.

He was a delegate-at-large at many Democratic National Conventions, and the Maryland member of the Democratic National Committee for twelve years. In 1884 his position of Chairman of the Democratic National Executive Committee made him the leading factor in the remarkable campaign that resulted in the election of Grover Cleveland as President of the United States.

Throughout his life Mr. Gorman was prominent in every movement looking to the advancement of Maryland in commerce, agriculture, education, mining and other industries.

It was largely through his statesmanship that closer relation between the North and South was established, and Northern capitalists induced to invest in Southern industries; thus rehabilitating the war-devastated section.

Through his matchless leadership in the Senate in 1890, he defeated the Federal Election Bill by which extreme and radical Republicans sought to control, through Federal interference, the elections of the South. This bill

was generally known as the Force Bill. He opposed the increase of the standing army; advocating a moderate tariff as against a low tariff; and government regulation of railroad rates.

His entire life was given to the service of his State, and Nation, and though frequently most bitterly assailed, his public career was pure, honest, fearless, and patriotic.

All great men, at some period of their career, have been misunderstood and severely criticised. Washington, Jefferson, Clay, Webster, Calhoun, and Jackson were subjects of the most bitter attacks; but history has done each justice.

When the historian records the truth of Senator Gorman's life, his story will be both interesting and instructive.

## THOMAS SWANN.

Thomas Swann, a native of Alexandria, Virginia, was born about the close of the first decade of the Nineteenth Century. He was a descendant of some of the most distinguished people of his native State. His father was a prominent lawyer of Washington, and United States Attorney for the District of Columbia. Thomas was educated in Washington, and at the University of Virginia. While still a young man during the administration of President Jackson, he was sent abroad as Secretary of the United States Commission to Naples. In 1834 Mr. Swann married Miss Shurlock, daughter of an English gentleman, and granddaughter of Robert Gilmor, one of the most prominent men in Maryland at that time. One of the daughters of Mr. Swann married Ferdinand C. Latrobe, who has been seven times Mayor of Baltimore.

Soon after Mr. Swann's marriage, he removed to Baltimore and established his residence there. He was elected a director of the Baltimore and Ohio Railroad Company in 1845, and two years afterward, its president. He continued in that position until the completion of the road to the Ohio river, in 1853. Upon his resignation, the thanks of the board were tendered to Mr. Swann, for his able administration of the affairs of the company. Perhaps no man ever retired from a public position upon whom so many, and such well-merited compliments were bestowed. Mr. Swann next accepted the presidency of the Northwest Virginia Railroad Company. While holding this position he visited Europe and spent several months traveling in England and on the Continent. In 1856 he was elected Mayor of Baltimore, and re-elected in 1858. He introduced many improvements, which have been of great and lasting benefit. The system of water works, by which Baltimore receives an abundant supply of pure water, is due to his administration, together with the present jail of great size, and imposing architecture. Through the suggestion of Mayor Swann, the City Council granted to companies, permission to lay tracks, and run cars through the streets of Baltimore. It is also to the administration of Mr. Swann, that the public is indebted for Druid Hill Park—the pride of

WILLIAM PINKNEY WHYTE

Baltimore, and the admiration of strangers. When the war between the States began in 1861, Mr. Swann, although a Virginian by birth, took strong ground against secession; and during the entire conflict, remained a firm partisan of the Union. In 1863 he was elected President of the First National Bank of Baltimore, holding the position until 1864.

During the latter year, he was elected by the Union party, Governor of Maryland, and on January 1, 1865, he took his seat, as successor to Governor Bradford. In the first year of his Governorship, he renounced his allegiance to the Republican party, and joined the Democrats, by whom he was elected United States Senator. He did not, however, accept this position, preferring to remain Governor. In November, 1868, Mr. Swann was elected by the Democratic party of the Third Maryland District, to the Congress of the United States. He was re-elected in 1870, 1872, 1874 and 1876. When addressing the House, he was listened to with deference and attention. Governor Swann was considered a very wealthy man, and had a fine establishment in New York; a splendid residence in Washington; a Villa at Newport; and a handsome house in Baltimore. He also had three fine estates near Leesburg, Va.

## WILLIAM PINKNEY WHYTE.

William Pinkney Whyte, was born in Baltimore, August 9, 1824.

He received his education through private instruction and at the Baltimore College. After serving eighteen months as clerk in the banking house of George Peabody, he entered the Law School of Harvard and was admitted to the Baltimore bar in 1846.

He served in the Legislature of Maryland in the session of 1847-48. In 1848 he was Judge Advocate of a court martial at the Naval Academy. He served as State Comptroller from 1853 to 1855. In 1868 he was a delegate to the Democratic National Convention. On the appointment of Reverdy Johnson as Minister to Great Britain, he was appointed to the United States Senate by the Governor of Maryland to fill the vacancy thus caused. He served in the Senate from July 14, 1868 to March 4, 1869. In November, 1871, he was elected Governor of Maryland, and resigned the office to enable the Legislature to elect his successor on his having been elected to the United States Senate. He took his seat in the Senate March 4, 1875, and served for six years. In 1881 Mr. Whyte was elected Mayor of the City of Baltimore; and Attorney General of the State in 1887. He was made chairman, in 1897, of the Commission appointed to prepare a new charter for the City of Baltimore, and selected as City Solicitor in 1900.

Upon the death of Senator Gorman, in 1906, Mr. Whyte was appointed to fill the vacancy thus caused in the United States Senate. Though eighty-two years of age, he entered into the proceedings with all the vigor and ability that had won him such distinction, when in the same body twenty-five years before.

In January, 1908, he was elected by the Legislature to complete this term in the Senate, but died on the seventeenth day of the following March, in his eighty-fourth year.

On the occasion of his eightieth birthday, Hon. Isaac Lobe Straus, for whom Senator Whyte always held the affection of a father, after recalling Randolph's reference to William Pinkney as the "Boast of Maryland," paid him the following tribute: "The proudest distinction of the State today is the character and eminence of Wm. Pinkney's grandson, the bearer of his name, the inheritor of his honor—Wm. Pinkney Whyte. And best of all, he takes his place high up at the side of his distinguished grandsire, and fills the measure of his great fame, not by any law of descent, but by virtue of his own worth and quality.

"In a public life of more than half a century, he has personified the best traditions of Maryland, the unalloyed ideals of the American Republic, the simplicity, the dignity, the nobility of citizenship under forms of government which the citizen alone can keep pure and free.

"In all times his allegiance to the people never faltered. He filled the highest station. He governed with wisdom. He wielded power with justice. He met responsibility with firmness. He counseled and achieved without fear. His political supremacy was within the law. The greatest abilities, and purest conscience, the highest patriotism inspired his leadership.

"When he laid down power and office, and devoted himself to his clients, his quality never changed. The strength of his mind, the iron of his will, the laborious, unceasing painstaking, the fidelity to right, the resolution to be useful to the very utmost in the doing of every duty; never, for an instant, faltered."

## OTHER PROMINENT MARYLANDERS FOR FURTHER STUDY.

John E. Owens—Commedian. b. 1823. d. 1886.
Robert M. McLane—Soldier, lawyer, statesman. b. 1815. d. 1898.
James Rumsey—Machinist, inventor. b. 1743. d. 1792.
Johns Hopkins—Merchant, banker, philanthropist. b. 1795. d. 1873.
Gen. James Wilkinson—Revolutionary War Veteran. b. 1757. d. 1825.
Mordecai Gist—Col. Revolutionary Army.
Gen. Sam'l Smith—Merchant, soldier, statesman. b. 1752. d. 1839.
Commodore Joshua Barney—Naval Hero. b. 1759. d. 1818.
Enoch Pratt—Merchant, philanthropist. b. 1808.
John Dickinson—Author, lawyer, statesman. b. 1732. d. 1808.
William Henry Reinhart—Sculptor. b. 1825. d. 1874.
William Paca—Lawyer, statesman, jurist. b. 1740. d. 1799.
Tench Tilghman—Gen. Washington's Aides-de-Camp.
Luther Martin—Teacher, lawyer. b. 1748. d. 1826.
Daniel Dulany—Lawyer, statesman, author. b. 1721. d. 1797.
Brantz Mayer—Lawyer, statesman, author. b. 1809. d. 1879.

George Armistead—Soldier 1812 War, Ft. McHenry. b. 1780. d. 1818.
Geo. Wm. Brown—Jurist, statesman. b. 1812.
Reverdy Johnson—Lawyer, statesman. b. 1796. d. 1876.
Madam Bonaparte—Wife of Jerome, brother of Napoleon. b. 1784. d. 1879.
Charles Wilson Peale—Soldier, inventor, author, painter, naturalist. b. 1741. d. 1827.
Ira Aldridge—Negro tragedian. b. 1810. d. 1867.
S. Teakle Wallis—Author, lawyer. b. 1816. d.

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